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ABSTRACT

This report includes standards, administration, financing, curriculum, and relationships to other levels of education. A plan for establishing a state system of community junior colleges is presented. (FS)

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# COMMUNITY JUNIOR COLLEGES

## A Report Relating to the Role, Function, Organization, Financing, and Supervision of Junior Colleges

On Proposal No. 2

By The

Advisory Committee on Junior Colleges

To The

COMMITTEE ON EDUCATION
KANSAS LEGISLATIVE COUNCIL

October 1964

Copies of this report are available from
Research Department, Kansas Legislative Council
Room 506 - State House, Topeka

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# THE COMMUNITY JUNIOR COLLEGE

This institution is an American social invention. It is an instrument of tremendous potential. It can motivate youth who have had little hope for learning beyond the high school. It can lift the sights and strengthen the efforts of the generation wanting to go beyond their fathers' achievements. It can stimulate the creativity and slumbering interests of adults. It can provide the means for training that lead to a higher level of employment. It can train for the new skills demanded by a changing technology. It can serve as a focal point for community identification. Oriented to the community, controlled by the community, it can be the catalyst for the processes by which the values of a free world's culture can be refined and advanced.

Edmund J. Gleazer, Jr.
Executive Director
American Association of
Junior Colleges

# FOREWORD

An effective system for education beyond the high school is one of the major problems now confronting all of the states. A clear understanding of the magnitude and nature of the problem of adequately educating and training college age young people during the decade of the 1970's is essential to the well being of our people and the economy of the state. For these reasons, the committee takes satisfaction in presenting this report for the consideration of the members of the legislative council, members of the legislature, and interested citizens. A summary report also is being made available for those who lack the time necessary to peruse the evidence in detail.

To conduct the detailed study of Proposal No. 2, a study of junior colleges, directed by 1963 Senate Concurrent Resolution No. 22, your committee on education appointed an advisory committee of seven members, consisting of two members of the Junior College Association's Research Commission, two members appointed by the State Board of Regents, representatives of the State Department of Public Instruction and of the State Board for Vocational Education, and a former president of Kansas State College of Pittsburg, now a member of the Kansas House of Representatives. The advisory committee has been working on the study since the summer of 1963, and its efforts have been consumated in the preparation of this report. Its findings and recommendations deserve careful study and consideration.

The committee on education has the important responsibility of evaluating the recommendations of the advisory committee in the light of the current general legislative program of the state. After the committee has had an opportunity to assimilate the information presented and consider its significance and practical impact, committee recommendations on Proposal No. 2 will be formulated and submitted in a separate report to the legislative council.

It is hoped that interested persons and groups will discuss this report, and study the situation in their own communities. Such discussion should lead to the enactment of necessary enabling legislation and the realization of improvements in our educational system.

Laurin W. Jones, Chairman
Committee on Education
Kansas Legislative Council

September 30, 1964

# LETTER OF TRANSMITTAL

TO: MEMBERS OF THE EDUCATION COMMITTEE OF THE
LEGISLATIVE COUNCIL

The Junior College Advisory Committee appointed by you has the honor to transmit herewith its report.

The Committee has been guided by the directive set out in Senate Concurrent Resolution No. 22, "That there be made a thorough and comprehensive study concerning the present and proper future role, function, organization, and general supervision and financing of junior colleges in this state and to make a report of this study together with such recommendations as it shall see fit to adopt."

Since the assignment was given to us nearly a year ago an extensive study has been made of the rapidly evolving community junior college system in the United States and of its relationship to the total program of public education, both secondary and collegiate. Also, detailed data have been collected concerning the existing public junior colleges in Kansas and the need for their expansion. The study has culminated in the formation of a report in which we have endeavored to design a realistic, progressive, and sound plan for establishing a state system of community junior colleges.

The report is presented in two sections. The first section is comprehensive and informational in nature, with supporting data, tabulations and charts. The second section is a summarization and includes brief summary conclusion statements.

The Committee has found the study to be a challenging experience, both professional and personal. We present the report with enthusiasm and confidence. We believe that community junior colleges comprise an important new segment in the system of public education in the United States. Currently only 20% of our youth continue in education to college graduation and the baccalaureate degree. The particular mission of community junior colleges is to extend this opportunity to more students, and also to provide other broad post high school educational opportunities for the non-college bound students who too must prepare for living and employment in a complex and changing society--a society that is increasingly demanding education and training and skill and specialization in every field of endeavor.

The 1963 Legislature added the University of Wichita to the state's system of higher education, thereby giving the advantages of state supported college education to the students in the most thickly populated area of the state. Following this action we believe the development of a state system of community junior colleges cooperating with the state system of vocational-technical schools, approved by the 1963 Legislature, also can extend two years of post high school education, both academic and vocational, to all youth in the state; that it can be done economically both to the state and to the student; and that the quality of work need not be of lesser grade than that in four-year institutions. We have endeavored to describe such a system in this report, and we make recommendations for its organization and implementation.

Respectfully submitted,

Rees H. Hughes,
Chairman

# ACKNOWLEDGMENTS

We wish to express our appreciation for the assistance given us:

by - The United States Office of Education for making Dr. D. G. Morrison, Specialist in Junior College Education, available as a consultant to us for two days early in our deliberation;

by - The American Association of Junior Colleges for making Dr. James C. Wattenbarger, Director of the Division of Community Junior Colleges in Florida, available as a consultant for two days when sections prepared by various members of the Committee were being formed into a general report;

by - Dr. Wattenbarger, who again later assisted in editing, organizing, and general formation of the final copy;

by - Dr. Kenneth E. Beasley, Director of the Research Department for his interest, counsel, and assistance;

by - Dr. Jack Flint, for his assistance in preparation of the section relating to background development of Kansas junior colleges;

by - Mr. George Frey, for assistance in editing and copy reading;

by - The Junior College Superintendents, Deans, and representatives of School Boards for their cooperation. Their patience and understanding in gathering data concerning their junior colleges were very helpful.

by - The State Department of Public Instruction for making available information and services necessary in the development of the study; special acknowledgment should be extended to the Guidance Section and its Director.

by - The State Board for Vocational Education Personnel for information provided on Kansas labor force and trends in employment.

by - Representatives of Kansas agencies and organizations which through personal contact and correspondence indicated sincere interest and support of the study. Included are:

Kansas Farm Bureau

Kansas Association of County Superintendents

State Chamber of Commerce

Kansas Congress of Parents and Teachers

Kansas Association of School Boards

Kansas State Federation of Labor AFL-CIO

Kansas State Industrial Union Committee

Brotherhood of Maintenance of Way

Brotherhood of Railroad Trainmen

Kansas State Nurses Association

Johnson County Junior College Committee

Kansas Association of School Administrators

League of Kansas Municipalities

Kansas State Teachers Association

Concordia Junior College Committee

Colby Educational Planning Committee

Brotherhood of Locomotive Firemen and Enginemen

State Board of Regents

And especially does the Committee wish to express its appreciation to Camden Strain, Carl Heinrich and Eileen Heinen for the responsibility they accepted and for their invaluable assistance in collecting and analyzing data and in step by step formation of the report.

# STUDY OF JUNIOR COLLEGES

## Senate Concurrent Resolution No. 22

A Concurrent Resolution directing the Kansas legislative council to make a thorough and comprehensive study concerning the role, function, organization, general supervision and financing of junior colleges in this state and to make a report of its study together with such recommendations as it shall see fit to adopt.

WHEREAS, There are fourteen public junior colleges in this state, twelve of which are located in the southern half of the state and all of which are accredited; and

WHEREAS, In 1962-1963 enrollments of these fourteen public junior colleges are reported to exceed six thousand students; and

WHEREAS, There is a lack of uniformity in the tax bases of these junior colleges; and

WHEREAS, A few junior colleges are being partially financed by a county levy, while most of them primarily depend upon money raised by a property tax levied upon the valuation of the city school district in which each is situated; and

WHEREAS, There is little uniformity among said junior colleges concerning the amount and kinds of student fees charged and collected; and

WHEREAS, It has been pointed out by various surveys that the major pressure on Kansas colleges and universities during the next fifteen years will arise from the anticipated doubling of the number of students; and

WHEREAS, The state will undoubtedly rely on the public junior colleges to provide part of the facilities for higher education for this great increase in the number of students; and

WHEREAS, If the maximum use of public junior colleges is to be made in this state in furnishing part of the facilities for higher education to the increasing number of students there should be some provision made to establish some uniformity among the public junior colleges of the state including, but not by way of limitation, a tax base to provide adequate financing, minimum standards of enrollment, area requirements, courses of study and curriculum, tuition and fees and also organization and supervision; and

WHEREAS, An equitable and adequate program of state financial assistance to public junior colleges must be based on certain standards and uniformity established by law or rules and regulations of some state authority such as the state department of education; and

WHEREAS, The trend among other states has been to establish a state system of public junior colleges in order that students residing in all regions of the state would have available a junior college for attendance; and

WHEREAS, It has also been recommended that public junior colleges should be reconstituted and their educational program elevated under individual local boards, and under the general supervision of the state board of regents; and

WHEREAS, A determination of the advisability and feasibility of the adoption of many of the suggestions and recommendations heretofore set out in this preamble by the enactment of the necessary legislation would first require a thorough and comprehensive study concerning the role, function, organization, general supervision and financing of junior colleges in this state: Now, therefore,

Be it resolved by the Senate of The State of Kansas, the House of Representatives concurring therein: That the Kansas legislative council is hereby authorized and directed to make a thorough and comprehensive study concerning the present and proper future role, function, organization, general supervision and financing of junior colleges in this state and to make a report of its study together with such recommendations as it shall see fit to adopt to the 1965 regular session of the Kansas legislature.

Be it further resolved: That the secretary of state is hereby directed to transmit a copy of this resolution to the chairman and to the secretary of the Kansas legislative council.

Adopted April 1, 1963.

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# CONCLUSIONS AND RECOMMENDATIONS

The people of Kansas have, through their representatives who have met with the study committee, expressed concern and interest in the development of post-high school educational opportunities for these reasons:

1. A conservative estimate of Kansas college population indicates that by the end of the next 10 years, twice as many eligible college students will need opportunity to attend college. An enrollment increase to more than 120,000 students from the present 66,000 is anticipated.
2. A need exists in Kansas for more opportunities in post-high school occupational education. Business and industry express continued need for trained personnel. The greatest increases are expected in those occupations which require more training.
3. Approximately half of Kansas high school graduates do not enter college and half of those who do enter college do not continue long enough to earn the baccalaureate degree.
4. A wide variation in patterns of attendance beyond high school exists among the various areas of Kansas. Students living in some parts of the state are in many respects deprived of an accessible and adequate opportunity to continue their education.

## RECOMMENDATIONS

Although Kansas has a long history of junior college development since 1917, reorganization is urgently needed to enable these institutions to serve a variety of educational needs at the post-high school level. Despite limited financial resources which have severely curtailed their development, Kansas junior colleges, within their limited resources, have accomplished a remarkable record for at least the university parallel function of a community junior college.

However, a long-range plan should be developed to include provisions for: (1) a diversity of post-high school educational opportunities, (2) a geographic dispersion of institutions to provide more opportunities within commuting distance of students, and (3) adequate financial support for all post-high school institutions. A total of 19 community junior college areas in Kansas would be necessary to implement this long-range plan.

In view of the above points, the Advisory Committee recommends that:

1. A totally new body of legislation for community junior colleges be developed and enacted which will provide for establishing:

    (a) A system of high quality, community-oriented junior colleges operated in various local communities distributed throughout the state;

    (b) A plan of organization, administration, supervision and financing which will promote high quality educational services at the community junior college level;

    (c) A system which can properly be coordinated with the secondary schools and community educational needs of the state as well as with the programs of the higher degree granting colleges and universities of the state; and

    (d) A system which can provide for an orderly transition of the 14 presently established junior colleges in order that each one may be incorporated into the new system, continued without change, or terminated, depending upon the local conditions as well as the desires of the board in each of the several communities. (A 15th public junior college was established in Kansas by action of the voters of the Colby school district on July 1, 1964. Statutory provisions, however, prevent this college from participating in the distribution of county and state funds.)

2. The junior colleges which comprise this system be organized and established in accord with newly enacted legislation and officially designated as Kansas Community Junior Colleges. As such, the committee recommends they be supervised, financed, and administered under the terms of the newly adopted legislation.

3. The state be divided into approximately 19 junior college areas with boundary lines more or less flexible and that

all additional post-high school education programs be developed in relationship to this "blueprint".

4. The long range plan designed be to place two years of post-high school education within commuting distance of all high school graduates in the state.

5. As a matter of policy and to the extent practicable, the state area vocational-technical schools be incorporated and operated within the organization of the community junior colleges.

6. Community junior colleges be operated so as to relieve in increasing proportion state college and university enrollment at freshman and sophomore levels.

7. The system of community junior colleges be financed and administered cooperatively by the state and by local districts, with the state principally responsible for coordination, standards, supervision, accreditation and research, and the local districts responsible for control, management, and operation.

8. The State Board of Education be designated as the state community junior college authority with state administration, standards, supervision, and accreditation of community junior colleges centered in a Division of Community Junior Colleges in the State Department of Public Instruction. The Division should be organized, managed, and financially supported in a manner which guarantees opportunity to attract a director qualified by experience and education, which makes possible the provision of adequate staff and assures necessary materials, equipment, and administrative budget to implement properly the proposed plan of services.

9. The State Superintendent of Public Instruction nominate for the Board's approval a State Director who shall serve as coordinator for community junior colleges.

10. The community junior colleges prepare and submit reports as required by the Division of Community Junior Colleges.

11. A State Advisory Community College Council be established to be composed of the State Superintendent of Public Instruction, the State Community Junior College Director, who shall be secretary, the State Director for Vocational Education, the Executive Secretary of the State Board of Regents, one member of the Board of Regents appointed by the State Board of Regents, and six citizens broadly representative of business, labor, agriculture, and

education and such other interests as may be nominated by the State Board of Education and appointed by the governor.

12. Local control of the community junior college be vested in the local board of education when the college operates as a unit of the public school system.

13. Local control be vested in an elected community junior college Board of Trustees of six members when the college operates in a separate district and that the six members be qualified electors of the district with their election and term of office to be prescribed by law.

14. The local administrative officer of the community junior college be designated as President, and that he be responsible to the chief administrative officer when the junior college is a part of a school system and to the Board of Trustees when the institution is in a separate district.

15. Legislation be adopted to permit organization of a community junior college only by:

    a) A county; or

    b) Any combination of adjoining counties or parts of two or more counties but which contains at least all of one county; or

    c) Any area containing less than a whole county but adequate in terms of assessed valuation and student potential to support a Community Junior College and approved by the Community Junior College Authority.

    The Committee recommends that all community junior colleges in the state proceed toward reorganization with the county or multi-county operation as a base.

16. The legislation recognize the fact that a community junior college may carry on its various programs in more than one center within a designated district. However, when more than one center is maintained or when more than one junior college is operated within a single county, the Committee recommends that they be operated and maintained within the framework of a county-wide or multi-county community junior college district, under the control of a board of trustees selected from the area as a whole.

17. The organization and establishment of a community junior college be dependent upon meeting legal requirements, standards, criteria, approval and authorization of the state authority and that basic determining factors, for example, be district property valuation, student potential, and community interest.

18. A uniform procedure for determining per student operational costs be established by the state authority, and all enrolled students, resident and non-resident, be included.

19. State contribution to financial support for operation of each junior college be equal to 50 percent of the cost of current operation for the preceding year; provided that, during the first two years of operation under this new law, the budget as approved by the state junior college authority be used as a basis for determining the state's portion of the contribution.

20. The site be furnished by the local district.

21. Federal funds be administered in accordance with provisions of the federal act and the state plan implementing it.

22. Charging of student fees for instruction be optional with the local Board, provided that a maximum amount which may be charged is established by the state authority; provided, however, that the charges to each student will not exceed 10 percent of the per student operational cost for the previous year.

23. For students residing outside the community college district but within the state, the county of residence pay tuition plus an amount equal to the local district's share of per student operation and capital outlay costs, said payment to be from a tax on all property within said county outside a junior college district.

24. No state support payments be made to community junior colleges for students who are not residents of Kansas. However:

    (a) Fees for out-of-state students be determined by the local Board.

    (b) Foreign students attending on a student visa be charged on the basis of resident fee schedule.

25. The state assume responsibility for sharing the cost of capital expenditures on a systematic, long-term basis taking into account problems involved in provision of

facilities on a current basis as well as long-term needs for replacement and modernization of plants and equipment; payment for capital expenditures to be based on the principle of amortization of investments in buildings, equipment, and other capitalized items.

26. An amount equal to the total number of students who are residents of Kansas multiplied by $50 be paid for capital expenditures and debt service, and that all amounts paid for such purposes be placed in a special fund and expended only for the following:

    (a) Direct payment for new buildings and equipment.

    (b) Capital improvements to, and remodeling of, existing buildings.

    (c) Purchase of additional equipment.

    (d) Additions to buildings.

    (e) Site improvements.

    (f) Architect's and professional fees associated with capital expenditures.

    (g) Payment of principal and interest on bonded debt incurred for any of the above purposes.

    The Committee recommends that such funds be permitted to accumulate for future needs and be invested in the same manner as special building funds of public schools.

27. Community junior college districts be authorized to levy ad valorem taxes for operating purposes and capital costs.

28. Community junior college districts be authorized to issue general obligation bonds not to exceed five percent of the assessed valuation of the district, upon approval by majority vote of those voting in an election called for for such purpose, and to levy ad valorem taxes necessary for payment of principal and interest thereon.

29. State funds for support of community junior colleges be appropriated to the state authority, for reallocation to qualifying institutions.

30. Before being eligible for state funds, a community junior college conform to the following criteria:

(a) A minimum unadjusted valuation of all taxable property within the district in an amount not less than $20,000,000, and a minimum land area having adequate taxable property and student potential to maintain a community junior college program and comprising preferably at least one entire county.

(b) A minimum Kansas resident high school enrollment of not less than 900 pupils in grades 9 - 12 within commuting distance of the proposed junior college from both public and non-public high schools.

31. Educational offerings of the community junior colleges be concerned with programs terminating after two years of study or less; with leeway provided for possible development of some technical curricular offerings which may require more than two years for completion, all of less than baccalaureate level, however.

32. Community junior colleges operate with programs which may vary from a single purpose curriculum to a comprehensive, widely diversified, multi-curricula, dependent upon local area wishes, needs and resources.

33. The system of community junior colleges provide, within the system as a whole and to the extent needed and possible within each college, educational opportunities and services in each of the following areas, but not necessarily limited thereto:

(a) The first two years of college work which can be transferred to a senior college or university and applied toward an undergraduate degree. Courses for transfer credits shall be cooperatively coordinated with similar courses in four-year institutions.

(b) A program of general education liberal arts appropriate for persons who will terminate their formal school education upon completion of two years of college work or less.

(c) Technical, business, and semi-professional programs including preparation of persons for employment in newly developing semi-professional and technical occupations evolving as a result of the scientific and technological changes in today's economy.

(d) Occupationally-oriented programs of non-college transfer credit courses developed with assistance of appropriate advisory committees from trades and industry.

(e) Programs of remedial and/or high school completion for students of post-high school age.

(f) Programs for adults--non-credit courses, seminars, in-service training and retraining of workers; and other programs of community service.

(g) A program of student activities.

(h) A program of guidance and counseling services necessary for the full-time and the part-time student to assess his capabilities and interests and to enable him to choose intelligently the educational offerings consistent with realistic goals and aspirations.

34. Programs and services offered by individual community colleges be determined by studies of the educational and service needs of the community area, with consideration given to the needs of the state and the nation.

35. Students to fulfill requirements for graduation from an accredited community junior college be eligible for the associate degree, a diploma, or certificate of completion.

36. The existing junior colleges and the newly organized community junior colleges not be permitted to become the nucleus for four-year institutions of higher education.

# CHAPTER I

## NEED FOR COMMUNITY JUNIOR COLLEGES

The need for post-high school education has become a well documented fact in the various state studies which have been conducted during the past few years. Kansas is no exception. Both the 1960 Comprehensive Educational Survey and the Survey of Higher Education by the Board of Regents have pointed to this need. There is an apparent need for more post-high school education facilities; there is a definite need for more trained personnel for business and industry; and there is an established place for a well-coordinated state plan for community junior college development.

Kansas has earned the reputation across the nation of being a state which endeavors to meet the educational needs of its citizens. Its elementary and secondary school system has been placed upon a sound basis, and the unified program authorized by the 1963 Legislature is expected to further improve and strengthen the organization at the elementary and secondary level. Excellent universities and colleges, both public and private, have developed across the state. Among these institutions have been the junior colleges.

### Increase in High School and College Enrollments

The total enrollment in Kansas colleges in 1952 was 29,625 students. In the short period of twelve years, enrollments have increased to 63,560, a 114.5 percent increase. During the same period of time, the population of Kansas increased only 9.7 percent. Studies of the number of students who will graduate from Kansas high schools as well as future enrollments in Kansas colleges and universities have recently been completed by Dr. Kenneth E. Anderson, Dean of the School of Education of the University of Kansas.

These studies forecast an increase in the number of high school graduates for Kansas from approximately 25,000 for the 1963-1964 year to more than 34,000 for the school year 1969-1970. By 1972-1973 Kansas may expect a 50 percent increase over the 1963-1964 school year in the number of graduates.

Estimates of the number of students who will enroll in Kansas colleges and universities show an increase from 66,110 for the fall of 1964 to 120,190 for the fall of 1973 (see Figure 1, page 3). This is approximately an 82 percent increase.[1] The increase in the number entering colleges as freshmen in the year 1974 will be equivalent to the total enrollment of a university the size of Wichita State University. The proportion of college-age youth attending college has been steadily rising at the rate of one percent per annum for more than 25 years, and it is anticipated that this trend will continue. These predictions indicate a significant and somewhat staggering increase in the number of young people who will be in college during the next ten years.

## Barriers to Continued Education

Three major barriers which prevent many persons from having the same opportunity as other more fortunate youth are geographical, financial and motivational. Kansas apparently presents no exceptions to the problems posed by these barriers.

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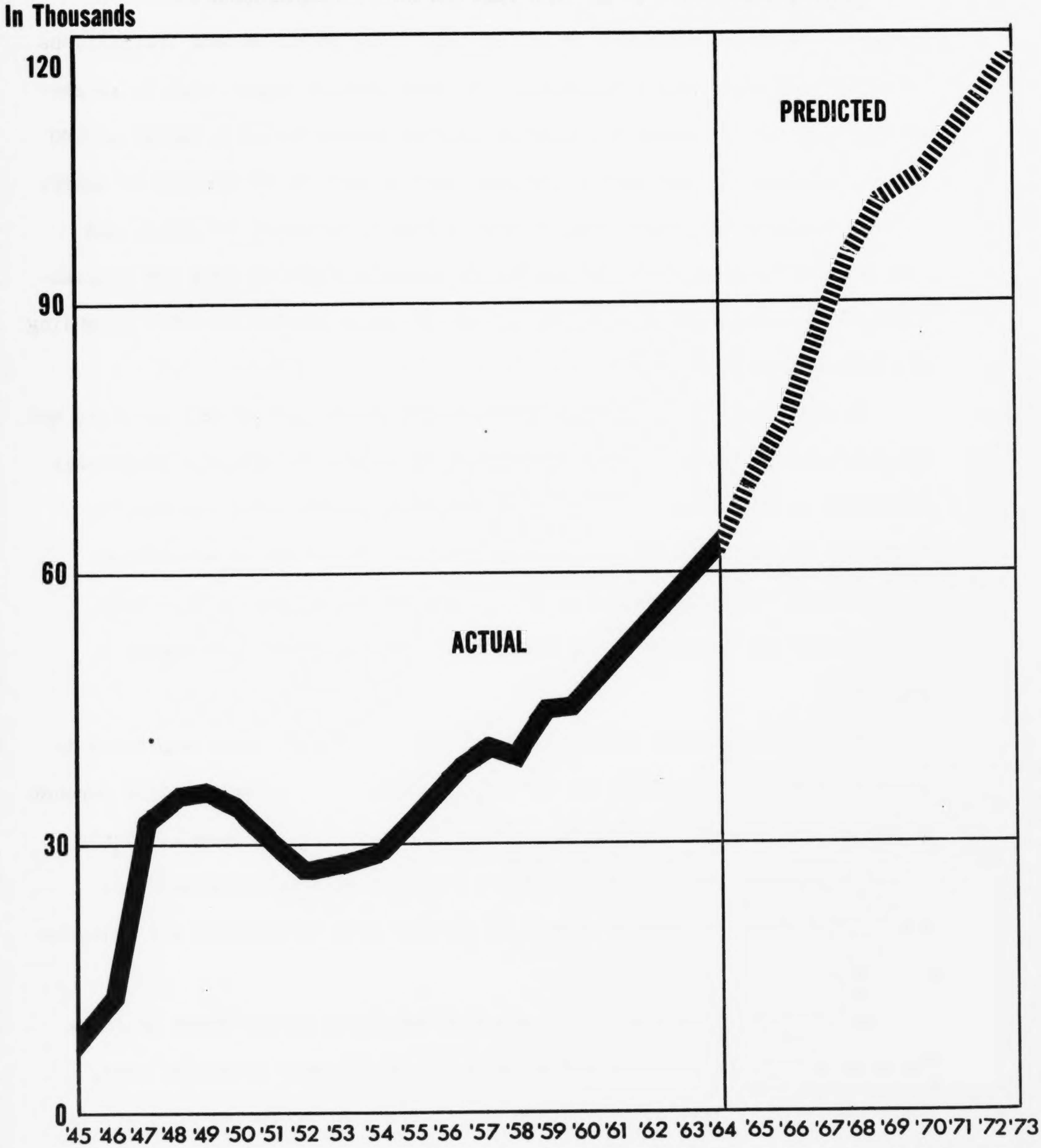
[1] Estimates of the Number of High School Graduates for Kansas, 1963-64 to 1972-73, by Kenneth E. Anderson, The University of Kansas, February 1964. Estimates by Dr. Eurich showed 1961 college enrollments doubling prior to 1975. Kansas Plans for the Next Generation, a report on higher education in Kansas to the Board of Regents by a panel of advisors, Dr. Alvin C. Eurich, Chairman, p. 3, pp. 48-49, November, 1962.

Figure 1

ENROLLMENTS-ALL KANSAS COLLEGES AND UNIVERSITIES



SOURCE: Kansas Educational Directories, State Superintendent of Public Instruction; Future Enrollments in Kansas Colleges and Universities, 1964-65 to 1973-74, Dean Kenneth E. Anderson, University of Kansas.

Geography constitutes an important factor in determining whether a larger or smaller proportion of college age young people attend institutions offering post-high school education. Several studies report that 90 percent of the students attending the average college reside within a radius of 100 miles. Studies in some states indicate that as much as 85 percent of junior college students are drawn from an area within a radius of 20 miles, and that beyond 25 or 30 miles the number of students tends to drop off substantially with a relatively small percentage of the potential students attending who live beyond 50 miles.

It seems quite evident that the existing public and private colleges and universities in Kansas are not located so as to provide adequate geographic distribution of facilities to provide all young people equal opportunity to obtain an education beyond the high school. There are 43 accredited institutions offering courses at the college or university level. Only six of these are located in the western half of the state (see Figure 5, page 78).

Attendance patterns indicate a wide variety of enrollment depending in great measure upon proximity of the institutions. For example, eight percent of the students attending the University of Kansas live in Douglas County and 45.4 percent live in the area which includes adjacent counties. At the Wichita State University almost 93 percent live in Sedgwick and adjacent counties.

The same relative attendance patterns are found in the other institutions in Kansas, both public and private. Some citizens of Kansas have, therefore, a very distinct advantage over their contemporaries in post-high school educational opportunities.

Financial obstacles combined with distance constitute a barrier to college attendance in many instances. In this state, in which the (1962) average effective buying power per household was less than $5,000 in 45 of 105 counties, many capable students are not able to attend a residential college. However, such obstacles can be partially overcome by establishing properly spaced community junior colleges so that a larger number of students may commute. When students can live at home, and where there are possibilities of student work programs, and student aids are available, more students are able to continue their education.

Motivation for continued education is an individual matter and is more often than not related to the opportunities which are available. Not only are existing Kansas colleges and universities not located throughout the state to give maximum accessibility to those who are potential students, but the educational offerings as a whole are not adequate to meet the needs of all potential students. The curriculum in four-year colleges and universities is adapted to the needs and requirements of a selected group of students. Only 20 percent of the college-age youth continue to college graduation and the baccalaureate degree, and the other 80 percent must have education and training for living and employment in our complex society. The offerings of most of the junior colleges are of limited scope and not sufficiently broad or diverse to meet the needs of all types of young people.

Kansans, always alert to changes in the needs of society, are beginning to recognize that a unique situation is developing across the nation. No longer does the unskilled high school graduate easily find the opportunity to make a good livelihood as he did only a few years ago. The United States is becoming a nation of specialists, requiring intensive training beyond the high school. These developments have been caused by changes in the industrial life of the nation.

There seems to be a direct relationship between employment opportunities and education. Job opportunities for the trained person are increasing, but jobs for the undereducated are diminishing. The national economy and the national security are becoming increasingly dependent upon educated and highly trained people. It does not make sense for a nation to have four to five million unemployed while at the same time there are four million unfilled jobs all requiring skill and education.

The civilian work force in Kansas was estimated at 791,900 in January 1964. Studies made in the Department of Vocational Education indicate that a total of 227,725 young people without college degrees will be needing employment in Kansas between now and 1970. The projected number of persons in the Kansas labor force, between the ages of 14 and 19 inclusive, numbered 86,000 in 1960. It is estimated that this group increased to 107,300 in 1964, and will increase to 122,100 by 1970. By that time the Kansas labor force will number 1,001,000.

Estimates indicate that for every student who graduates from college, there are seven others in the same age group who do not acquire a college education. Of every 1,000 youngsters who start to school in the first grade in Kansas, about 710 graduate from high school; about half of these (355) go on to college. Approximately 124 of these graduate from college. The state will be concerned not only with providing employment in Kansas for the 124 college graduates, but also with providing employment for the much larger group of those who do not go to college or who drop out of school (876), some even prior to high school graduation.

Changes in employment necessitate changes in the education of those seeking jobs. These changes are being brought about by the development of science and technology, mechanization of agriculture, as well as automation in industry. They affect employment by expanding the demand for scientific and professionally trained men at the university level, and by decreasing the need for the unskilled and those with minor skills. As the higher-order jobs become more complex, and as the lower-order jobs are relegated to machines, the majority of our citizens with middle level abilities will have to earn a livelihood in those middle-order jobs. These jobs will require some specialized technical training. Probably more than one-half of the labor force will have such types of jobs. To qualify for them, training beyond the high school will be necessary.

A 1961 study by the National Science Foundation (Long-Range Demand for Scientific and Technical Personnel) concluded that between 1960 and 1970 the need for technicians in industry alone would double. The shortage of technicians and semi-professional people could become serious enough to constitute a brake on the growth of the economy. Thousands of new technicians will have to be educated and trained each year to meet this need.

There is a tremendous range in the kind, title, and nature of these technical level jobs. They include, for example, the civil engineering technicians, the mechanical technicians, the electrical-electronics technicians, business data programmers, technical writers and illustrators, highly qualified secretaries, nurses, medical laboratory technicians, medical records technicians, X-ray technicians, and dental technicians.

Federal census figures indicate that there was a substantial decline in the number of farm manager and farm laborer jobs in Kansas from 1950 to 1960. The number of non-farm laborers increased from 29,766 in 1940 to 44,785 in 1950, and then dropped to 42,818 in 1960. As shown by Table I on Changing Kansas Occupational Pattern By Classification of Labor Force, the number of technical and professional positions approximately doubled between 1940 and 1960, and a similar increase took place in occupations listed as craftsmen. Substantial increases occurred with respect to service, operatives, clerical and sales-clerical positions, and in the number of managerial (non-farm) positions.

TABLE I

CHANGING KANSAS OCCUPATIONAL PATTERN BY CLASSIFICATION OF LABOR FORCE[1]

| Occupations | 1940 No. | Per-Cent | 1950 No. | Per-Cent | 1960 No. | Per-Cent |
|---|---|---|---|---|---|---|
| Professional-Technical | 46,982 | 8.15 | 60,131 | 8.49 | 90,779 | 12.02 |
| Managerial - Non-Farm | 56,581 | 9.81 | 66,386 | 9.38 | 70,349 | 9.32 |
| Clerical (Sales Clerical) | 81,839 | 14.19 | 76,134 | 10.75 | 106,485 | 14.10 |
| Sales | | | 50,372 | 7.11 | 58,743 | 7.78 |
| Craftsmen | 55,757 | 9.67 | 96,187 | 13.58 | 103,763 | 13.75 |
| Operatives | 65,006 | 11.27 | 90,179 | 12.74 | 103,841 | 13.76 |
| Service | 59,156 | 10.26 | 62,544 | 8.83 | 86,157 | 11.41 |
| Laborers - Non-Farm | 29,677 | 5.14 | 44,785 | 6.32 | 32,318 | 4.28 |
| Farm Managers | 140,958 | 24.44 | 120,549 | 17.03 | 81,619 | 10.81 |
| Farm Laborers | 40,781 | 7.07 | 40,824 | 5.77 | 20,936 | 2.77 |
| Totals | 576,737 | 100.00 | 708,091 | 100.00 | 754,990 | 100.00 |

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[1] Statistical Report of Labor Force of Kansas, by Classification, Office of Vocational Education, based on U. S. Census of Population.

## Summary

Kansas needs additional facilities for post-high school education. When college level needs alone are considered, this state may expect twice as many students in 1973 as in 1964. There is also the need to eliminate or to reduce the effect of the barriers commonly affecting opportunity for post-high school education: geography, finance, and motivation.

In addition to the individual needs of Kansas citizens, there is an increasing requirement for educated personnel in the business and industry of this state. If this need is not met, the entire economy of the state will be affected.

A plan for junior college development can aid in solving these problems by providing institutions with facilities and programs which will tend to minimize the barriers to continued education, which will alleviate the heavy freshman and sophomore enrollment in residential institutions, and which will provide for a broad post-high school educational program sensitive to the needs of the economy of Kansas.

# CHAPTER II

# THE COMMUNITY JUNIOR COLLEGE

Everyone has educational needs. Some of these are met through the high school, others are met through college and university education; still others may be met through special purpose schools. The need for continued educational opportunity, however, is emphasized in part by statistics which indicate that the average working man will change jobs five or more times during his working years. The community junior colleges have been developed in most of the states in recognition of these educational needs.

The community junior college may be defined as a two-year post high school educational institution, designed to serve the broad interests of both the individual student and the area in which it is located, operated cooperatively by the state and the local district.

The term comprehensive junior college indicates that it is a multipurpose institution with broad curriculum offerings. Whether it operates as a comprehensive institution with a wide variety of courses or with limited or even single purpose should be a matter for local concern.

The unique function of the community junior college is to make two years of post high school study available to students in their home environment.

Typically the community junior colleges provide the following educational opportunities:

1. Occupationally oriented programs -- These offerings are planned for those who will enter employment upon completion of their junior college work. Such programs include courses of study designed for educating engineering technicians, nurses, data processing technicians, junior cost accountants, secretarial personnel, policemen, hotel managers, and similar occupations.

2. University parallel programs -- The community junior college provides programs of general education and pre-professional education paralleling that available in freshman and sophomore years at the four-year colleges and universities.
3. Continuing education -- Acting upon the premise that there is no age limit for learning, the community junior colleges provide educational programs for all citizens of the community. These individuals may have vocational and personal educational needs and may return again and again for help. Most of these courses will not be offered for college credit. They will include typical vocational offerings as well as highly specialized courses for engineers and scientists.
4. Community Services -- A good community junior college also serves its community through a varied program of educational and cultural activities designed to enrich not only the lives of students involved, but also the entire community. Examples of these services vary from musical programs and lectures to survey facilities and counseling services.

All of these functions must be adequately supported through student personnel services with emphasis upon guidance and counseling.

Junior colleges have developed rapidly during the past twenty years. The public two-year community junior colleges, however, constitute the most rapidly growing segment in the educational system. The first public junior college was established in Joliet, Illinois, in 1901, and today there are more than 500 public junior colleges in 42 states with an enrollment of nearly a million students. In numbers of colleges as of the fall of 1963, California leads with 71, Texas has 33, New York 31, Florida 29, Illinois 26, Iowa 17, Michigan 16, Minnesota 11, and Kansas has 14. The number of institutions has continued to increase in recent years at the rate of approximately 25 to 30 a year. In some states the number of students has increased 20 percent or more each year.

Medsker reports that 31 percent of the students entering college for the first time in 1958 enrolled in junior colleges.[1] This figure is now approaching 75 percent in California, and is almost that high in Florida.

Rapid growth in junior colleges both in number of institutions and in student enrollment can be largely accounted for by four factors:

1. Junior colleges contribute considerably in overcoming the barriers outlined in Chapter I. By making these institutions accessible to high school graduates, many states have seen sharp increases in the percentage who attend. For example, the "Chipola index" derived from a situation in Florida shows that college attendance increased from seven percent of the local high school graduates continuing beyond high school up to 52 percent continuing within a short eight-year period after the establishment of Chipola Junior College. The financial barrier is almost eliminated because junior college student fees are typically low. Parents may save $1,000 to $2,000 a school year by letting their sons or daughters commute from home to a nearby junior college.

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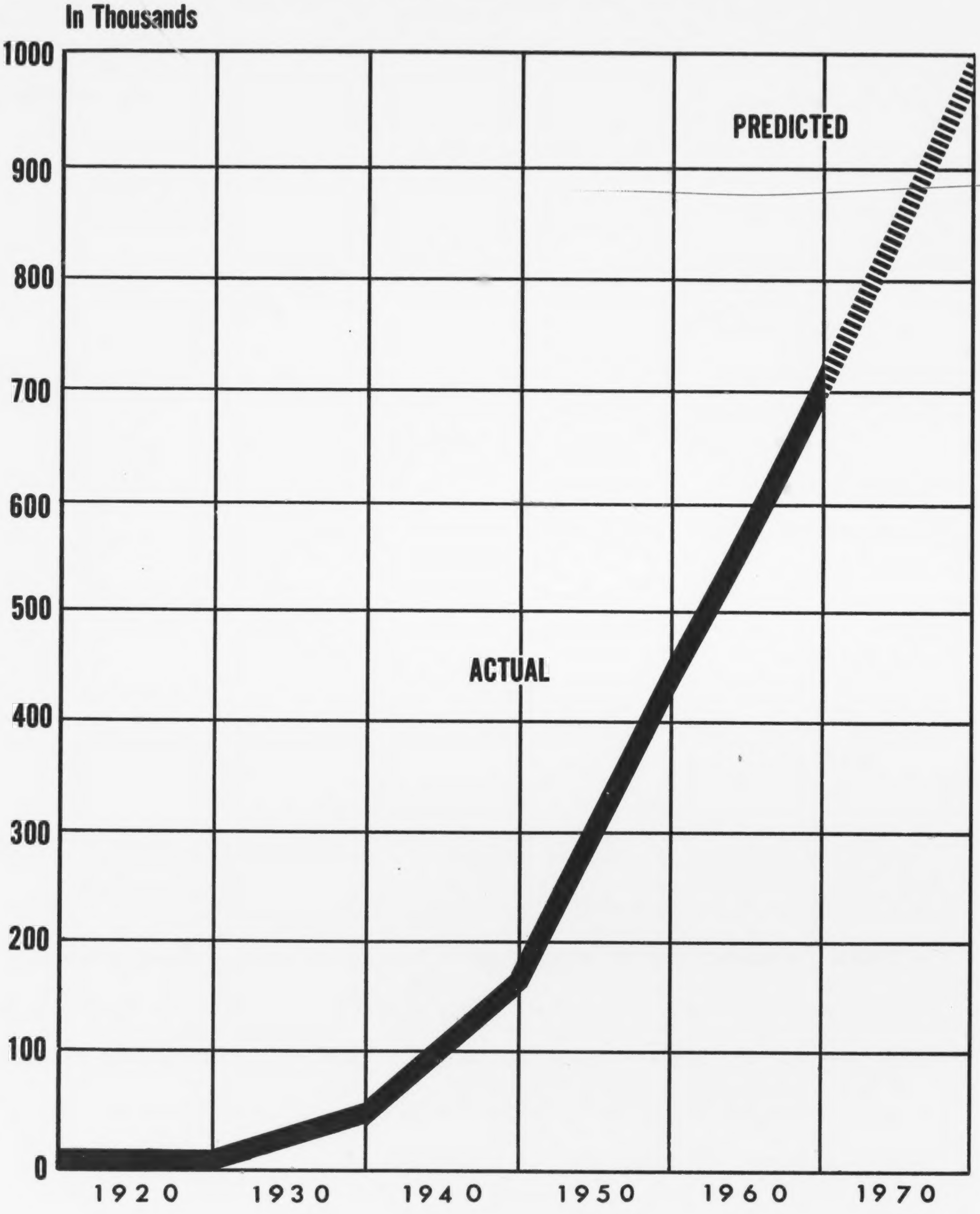
[1] Leland L. Medsker, The Junior College: Progress and Prospect, McGraw-Hill, New York, 1960, page 367.

Figure 2

Growth of Public Junior Colleges In Enrollment, 1920-60
In the United States



Source: American Association of Junior Colleges. Junior College Directory Washington D.C. the Association, 1928-62

A bulletin entitled "Butler County Junior College Information" states, "Approximately 72% of the students attending Butler County Junior College live in Butler County and are provided the opportunity of obtaining vocational training and college education at an economical cost while living at home" -- and quotes the following comparative costs:

Butler County Junior College Vs State Supported Institutions

| | Fees | Room & Board | Books & Supplies |
|---|---|---|---|
| Butler County Junior College | | | |
| Resident | $ 50 | Live at home | $ 50 |
| Non-Resident | 100 | $585 | 50 |
| Wichita State University | | | |
| Resident | 250 | 700 | 80 |
| Non-Resident | 550 | 700 | 80 |
| University of Kansas | | | |
| Resident | 244 | 680 | 100 |
| Non-Resident | 574 | 680 | 100 |
| Kansas State University | | | |
| Resident | 244 | 700 | 100 |
| Non-Resident | 574 | 700 | 100 |
| Kansas State Teachers College - Emporia | | | |
| Resident | 179 | 634 | 80 |
| Non-Resident | 319 | 634 | 80 |

The third barrier, that of motivation, may be overcome through the broad curriculum development fostered within the structure of community junior colleges. Students may be able to move from a pre-professional preparatory level to a skilled craftsman level without having to leave the institution. Large numbers of junior college students are part time and special students. In many instances the majority of students work part time while attending the junior colleges. (See Appendix C, Figure 11, p. 116)

2. The community junior colleges have become integral parts of higher education in many states, alleviating to some extent the freshman enrollment pressures upon the baccalaureate degree granting institutions. Typical is a statement made by Joseph R. Smiley, President of the University of Colorado. "Colorado cannot solve its problems in higher education without heavy reliance on junior colleges." Study committees authorized by state legislatures have given major attention to statewide planning for higher education. An integral part of this planning has been junior college development. These institutions, because of their open admission procedures, their commuting status, and their low tuition costs, have not only saved funds for states in their planned expansion, but have also extended post-high school educational opportunities to many more students.
3. The recognized need in most states for an institution which will provide for a diversity of educational needs makes the community junior college a necessary and valued partner in the program of post-high school education. Science and industry of the twentieth century require more education. Community junior colleges offer a way of providing for occupational needs, vocational and otherwise.
4. The high quality of collegiate programs which have been made available in the community junior colleges have proved their success in this function. Repeated studies have substantiated the contention that students who complete their pre-professional work in the community junior college may transfer to baccalaureate degree granting institutions and satisfactorily continue their progress toward that degree. Community junior college transferees usually do as well as "native" students. Similar studies of students entering employment show the

same results. The community junior colleges are institutions where high quality education is available.

The community junior college is a unique institution because of its flexibility of offerings and its sensitivity to local as well as state educational needs. It is not competitive with baccalaureate degree granting institutions, but rather serves to complement their growth by providing opportunity for diversity in higher education. It serves as a bridge between high school on one hand and upper division college and employment on the other.

## Junior Colleges in Kansas

Kansas is no exception to the national pattern of growth of public junior colleges; that is, this state is not unique in any specific manner but really quite similar to the experience of other areas. The first public junior colleges established in Kansas were founded at Fort Scott, Garden City, Holton, and Marysville in 1919. Last school year there were 14 junior colleges operating in Kansas. A 15th was opened in Colby September, 1964 (See footnote, page 30).

The early growth in enrollment of Kansas Public Junior Colleges was very slow during the period of 1919-1925, with eight such colleges and an enrollment of 705 students. However, the next fifteen years were characterized by very rapid growth in enrollment, with six additional institutions being established, and a total of 5,103 students enrolled in junior college by 1940.

There has also been a change in organizational pattern from "high school extension" to junior college.

The growth in enrollment has continued steadily upward, with a total enrollment of 6,100 in school year 1963-1964, and 7,400 in October, 1964.

## TABLE II

## DATE OF ESTABLISHMENT OF PUBLIC JUNIOR COLLEGES IN KANSAS

| JUNIOR COLLEGES | YEAR ESTABLISHED | CONTINUOUS OPERATION |
|---|---|---|
| Fort Scott | 1919 | Yes |
| Garden City | 1919 | Yes |
| Holton | 1919 | discontinued |
| Marysville | 1919 | discontinued |
| Arkansas City | 1922 | Yes |
| Coffeyville | 1923 | Yes |
| Kansas City | 1923 | Yes |
| Parsons | 1923 | Yes |
| Iola | 1923 | No (1 |
| Independence | 1925 | Yes |
| El Dorado | 1927 (2 | Yes |
| Hutchinson | 1928 | Yes |
| Dodge City | 1935 | Yes |
| Chanute | 1936 | Yes |
| Highland | 1937 (3 | Yes |
| Pratt | 1938 | Yes |
| Colby | 1964 | |

---

1 Closed in 1944 and reopened in 1946

2 In 1963 changed to a county junior college (Butler County Junior College).

3 Established in 1937 as a public junior college, but originally was opened in 1858 as Highland University. In 1959, the junior college was reorganized as a county junior college (Doniphan County Junior College).

The development and growth of the two-year colleges in Kansas has, at various times, been affected by skepticism, doubt, apathy, and even antagonism relative to the role and function of such an institution. Much of such doubt and skepticism has been centered on the idea that work taken in the two-year college is of a sub-par quality and not comparable with that taken at the four-year colleges or universities. Apathy or antagonism toward the junior college movement seems to come from those not familiar with the philosophy connected with such institutions, and from an unwillingness to accept the thesis that public education is more than the concern of any single district or area but rather it is the responsibility of all the people of the state and is for the good of the state as a whole. Evidence indicates that junior colleges have developed quality educational offerings.

## State Standards

When first established, junior colleges received very little financial encouragement. They were hampered by severe tax levy limitations. Their development was discouraged by the restriction of state school aid to grades 1 - 12 when state financing was extended to the high schools in 1955.

Through efforts of the State Department of Public Instruction, state institutions of higher education, and junior college leaders, emphasis was directed increasingly toward improvement of academic programs. Cooperative discussions relating to the curriculum, supplemented by stimulation from the Kansas Advisory Council on Education, led to a movement in 1952 to reorganize completely and restate the standards for junior colleges. These efforts led to a complete re-evaluation of the programs of all two-year colleges in the state, and improvements have been evident.

A report in 1961 based on information provided by the college and university registrars showed that junior college graduates who transferred to four-year institutions performed as well as those students who received their freshman and sophomore work at the reporting institutions. In fact, in some instances, the junior college graduates presented a somewhat higher average than did the students native to the institution. However, these data along with information found in many other studies throughout the United States are of a character that it would not be proper to claim that junior college students do either better or worse than the native students.

In many studies throughout the nation the junior college graduates showed generally a slight drop in grade point average at the time of transfer which popularly becomes identified as "transfer shock" or "grade point slippage". These students, however, usually adjust rather quickly, and prior to graduation it would ordinarily be impossible to identify by examination of the records during the senior year whether a student was a junior college transfer or a native student. It is clearly established that junior college students do receive acceptable instruction as far as college transfer credit work is concerned. Equally commendable records have been made by students who entered employment after completing their junior college program.

## Location of Existing Kansas Junior Colleges

The geographic pattern of Kansas junior colleges is unusual. All of the fourteen public junior colleges are located in the south half of the state and along the Missouri River in northeast Kansas. Except for three counties in northeast Kansas which have students attending at Highland, and except for the Kansas City Junior College, the entire area of the northern half of the state is without a public junior college.

As seen in the accompanying Figure 3, six of the junior colleges are fairly well spaced, with not too much overlapping, as judged by a thirty-five mile radius for commuting areas.

A very different situation exists in the southeast corner of the state in which 40 percent of the Kansas junior colleges are located. Six public junior colleges are concentrated in a relatively small 9-county area. The resulting overlapping of commuting areas based on a thirty-five mile radius is revealed by Figure 3. However, this is a relatively high-population area and one in which there are no private colleges and only one state institution, Kansas State College of Pittsburg.

Kansas community junior colleges serve essentially local residents. Table III, page 22, shows that only a small part of the total enrollment comes from outside the immediate area.

The proportion of junior college students enrolled from the county in which the college is located and the adjacent counties based on information collected in February, 1964, ranges from a low of 69.4 percent for Dodge City to a high of 94.7 percent for Kansas City, where enrollment from outside the district is restricted. Pratt, Garden City, and Fort Scott have slightly less than three-fourths of their students from the immediate area, while Chanute, El Dorado, and Iola had more than 85 percent from the immediate area. The Highland figure is low because the extension students at Fort Leavenworth are not included.

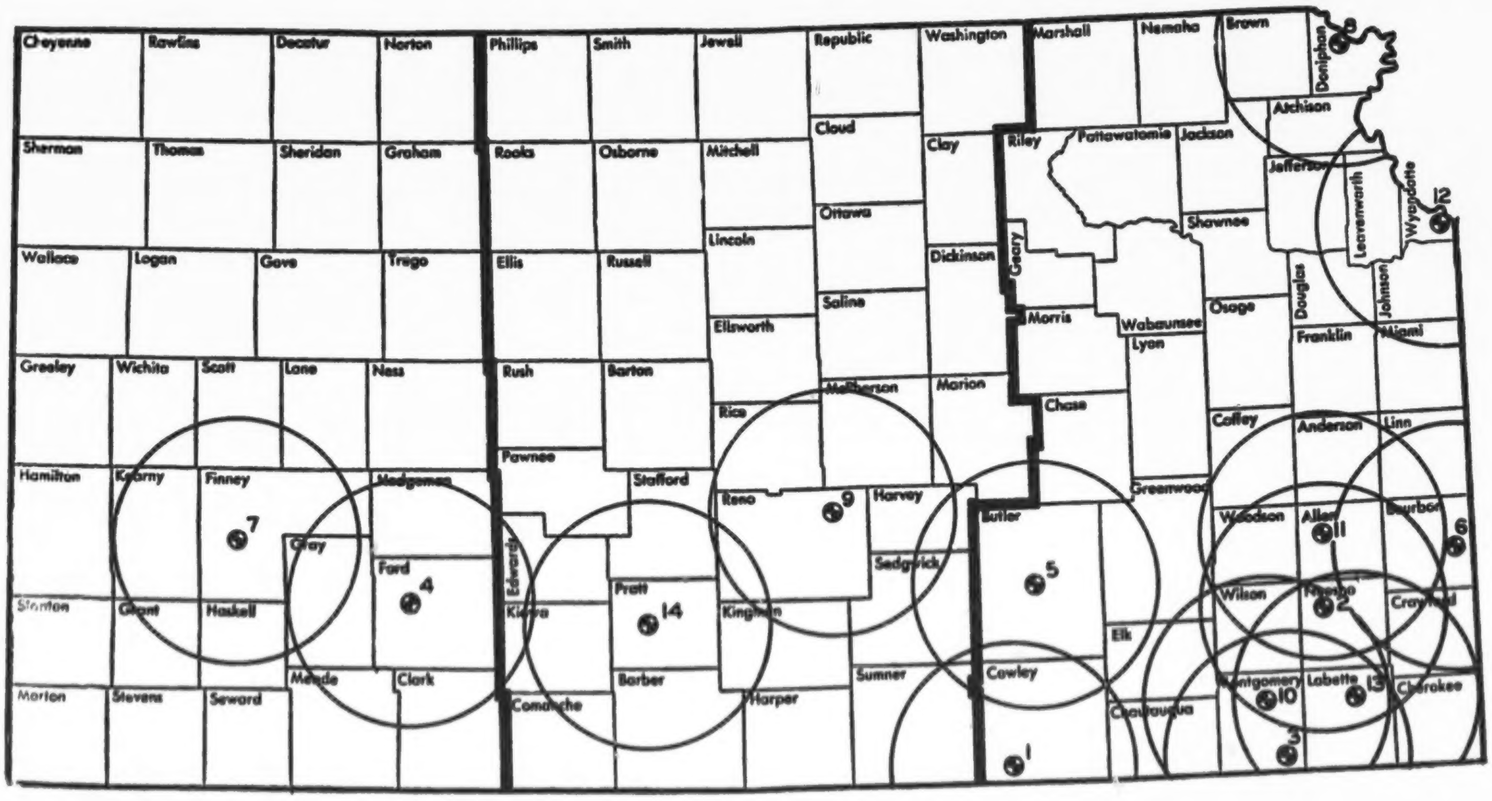
The three southeast Kansas junior colleges located close to the state boundary line report larger enrollments from other states (See Table III, page 22).

## Influence of Kansas Junior Colleges

Evidence clearly indicates that a larger proportion of graduates of high schools located in college towns go to college than do graduates of other high schools. The median percentage of June 1963 graduates enrolled in

## Figure 3

Location of Kansas Public Junior Colleges
Showing 35 - Mile Commuting Areas


Cheyenne
Rawlins
Decatur
Norton
Phillips
Smith
Jewell
Republic
Washington
Marshall
Nemaha
Brown
Doniphan
8
Atchison
Sherman
Thomas
Sheridan
Graham
Rooks
Osborne
Mitchell
Cloud
Clay
Riley
Pottawatomie
Jackson
Jefferson
Leavenworth
Wyandotte
12
Ottawa
Lincoln
Shawnee
Wallace
Logan
Gove
Trego
Ellis
Russell
Dickinson
Geary
Douglas
Johnson
Saline
Osage
Ellsworth
Morris
Wabaunsee
Lyon
Franklin
Miami
Greeley
Wichita
Scott
Lane
Ness
Rush
Barton
McPherson
Marion
Chase
Rice
Coffey
Anderson
Linn
Hamilton
Kearny
Finney
Hodgeman
Pawnee
Stafford
Reno
9
Harvey
Greenwood
Butler
Woodson
Allen
Bourbon
11
6
7
Gray
Ford
4
5
Sedgwick
Stanton
Grant
Haskell
Edwards
Kiowa
Pratt
14
Kingman
Wilson
Neosho
2
Crawford
Elk
Meade
Clark
Sumner
Cowley
Morton
Stevens
Seward
Comanche
Barber
Harper
Chautauqua
Montgomery
10
Labette
13
Cherokee
3
1

1. Arkansas City
2. Chanute
3. Coffeyville
4. Dodge City
5. El Dorado
6. Fort Scott
7. Garden City
8. Highland
9. Hutchinson
10. Independence
11. Iola
12. Kansas City
13. Parsons
14. Pratt

SOURCE: Comprehensive Educational Survey, Vol. III, p. 29, 1960.

## TABLE III

### Number of Students in Kansas Junior Colleges By Location of Residence From Which Enrolled Fall of 1963*

| | In Kansas | | | | | In Other States | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Adjacent States | | | |
| | Total | School Dist. | In Co. Outside Sch. Dist. | Adj. Co. | Other Counties | Adj. Co. | Outside Adj. Co. | Other States | In Other Countries |
| Arkansas City | 480 | 171 | 112 | 88 | 32 | 17 | 21 | 29 | 10 |
| Chanute | 207 | 106 | 38 | 36 | 16 | - | 4 | 5 | 2 |
| Coffeyville | 593 | 294 | 50 | 55 | 29 | 75 | 24 | 32 | 34 |
| Dodge City | 395 | 174 | 62 | 56 | 55 | - | 6 | 40 | 2 |
| Nursing and Plumbing | 49 | 8 | 6 | 2 | 27 | - | 2 | 4 | - |
| El Dorado | 371 | 163 | 94 | 68 | 33 | - | 1 | 11 | 1 |
| Ft. Scott | 314 | 112 | 67 | 30 | 27 | 26 | 25 | 23 | 4 |
| Garden City | 340 | 182 | 22 | 43 | 44 | - | 12 | 30 | 7 |
| Highland | 178 | 49 | - | 90 | 24 | 4 | 5 | 1 | 5 |
| Hutchinson | 1,089 | 548 | 159 | 210 | 143 | - | 6 | 22 | 1 |
| Independence | 433 | 175 | 61 | 100 | 57 | 2 | 12 | 25 | 1 |
| Iola | 271 | 89 | 64 | 94 | 19 | - | 1 | 3 | 1 |
| Kansas City | 738 | 422 | 177 | 96 | 14 | 1 | 3 | 2 | 23 |
| Evening | 116 | 62 | 25 | 25 | 1 | 1 | 1 | 1 | - |
| Parsons | 319 | 174 | 45 | 38 | 23 | - | 4 | 24 | 11 |
| Pratt | 232 | 79 | 37 | 47 | 24 | - | 13 | 29 | 3 |
| | 6,125 | 2,808 | 1,019 | 1,078 | 568 | 126 | 140 | 281 | 105 |

* Special questionnaire February, 1964

college in the fall of 1963 was about 10 points higher in communities with colleges as compared with 21 selected communities without colleges, and was about 20 points higher than in all such communities in the state.

Information relating to 14 communities with junior colleges, 15 with state or private four-year colleges, and 21 without a college or university is shown in Table IV by use of the median percentage figures. The basic information was taken from the high school organization reports prepared by high school principals and summarized by the Guidance Section of the State Department of Public Instruction in 1963.

TABLE IV

FALL, 1963, LOCATION OF JUNE 1963 HIGH SCHOOL GRADUATES BY TYPES OF COMMUNITIES

| Types of Communities | Percentage of June 1963 Graduates | | |
|---|---|---|---|
| | In College | Employed | Business-Trade School |
| 14 junior colleges | 62.3 | 10.8 | 2.6 |
| 15 four-year colleges | 60.9 | 16.7 | 4.6 |
| 21 no college | 50.5 | 23.5 | 8.9 |

Similar data are shown in graph form in Figure 4. It indicates that community colleges can be used to absorb much of the projected increase in college freshman and sophomore enrollments during the next 20 years. Of the June 1963 graduates of high schools in junior college communities, 20 percent entered four-year colleges and 48 percent enrolled in junior colleges.

The contrast between the number of high school graduates attending both two-year and four-year colleges in junior college towns and all other high schools in the state (including those in communities which do not have an institution of higher education) is brought out in a striking manner in

Figure 4

June 1963 High School Graduates
Percentage Attending 2 or 4-Yr. Colleges, Fall 1963

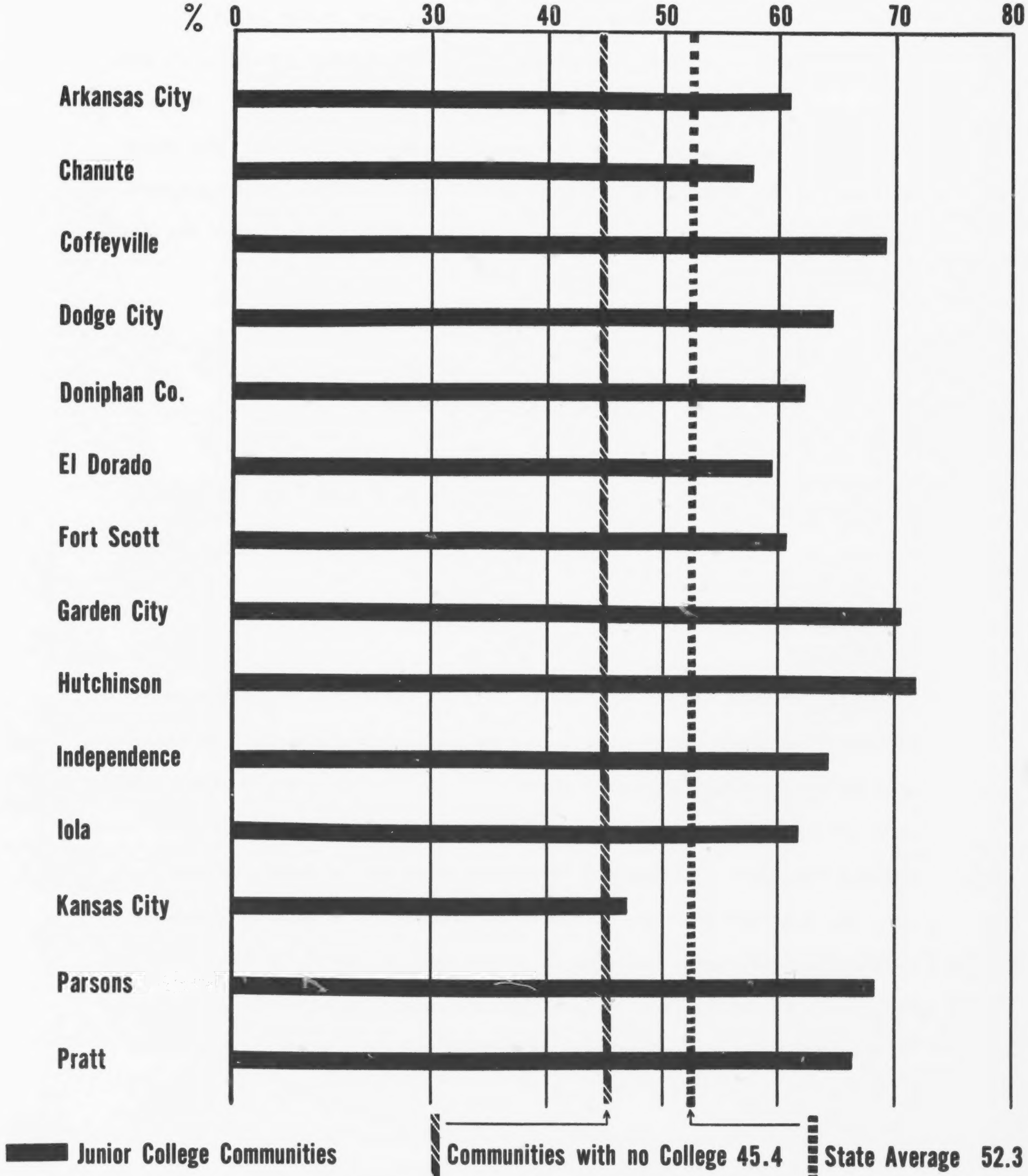


Figure 4. This shows the average for such communities was 45.4 percent, and the state average (52.3) is considerably below the percentage for junior college towns.

## Summary

Although community junior colleges are recent developments in most states, these institutions have carried out a difficult and increasingly important task: To provide a diversity of educational opportunities at the post-high school level to more students.

Kansas has a longer history of junior college development than most states. That development, however, has in recent years been very slow while other states have placed a much greater emphasis upon junior colleges and made provisions for their expansion.

Typically, the community junior college serves four major functions and contributes perceptibly to removing barriers commonly identified as inhibiting continued education for many youth. Kansas junior colleges now perform a part of these services to those sections where they are located.

Specifically, Kansas junior colleges generally carry on an acceptable standard of freshman and sophomore work as substantiated by studies already conducted, increase the proportion of youth who attend college in counties where they are located, offer opportunity to develop diversity at the level not available in any other institution, and reduce costs to both students and the state.

The growth of post-high school education in Kansas should take place within an orderly framework, in which the development of facilities of any institution is properly related to the availability of resources elsewhere in the state and to the needs of the citizens for opportunities to continue their education.

To meet the growing demand for post-high school education, whether it be of academic or occupational emphasis, there needs to be planned expansion of diversified institutions to provide a variety of educational programs most accessible to the citizens of the state and consonant with efficiency and economy.

# CHAPTER III

# A PLAN FOR KANSAS COMMUNITY JUNIOR COLLEGES

Junior college or high school extension programs in Kansas are now operating under a wide range of legal provisions, many of which are special in nature and apply to only one or two colleges. Moreover, the original legislation for establishment of high school extension programs was founded on the concept of total local responsibility for such schools, and upon the supposition that such programs were only an upward extension of the curricular offerings of the local school district. Little concern for the total needs of the state or for a coordinated system was recognized.

The initiation of programs of minimum financial support from state funds, coupled with the increased urgency of meeting rapidly expanding needs for education beyond the high school, has given rise to pressures which call for an attack upon the problem through a systematic, statewide approach. Previous sections of this report have demonstrated the necessity for development of a system which will function on the basis of the needs of the entire state, but which can preserve the advantages of a decentralized or locally oriented group of institutions serving youth within reasonable distances of their homes.

The problems of Kansas are not unique in this regard. State after state has been faced with the same situation. As previously noted, with increasing frequency states are turning to various systems of junior colleges as a means of meeting this critical area of need. Unfortunately, there is no universal solution in the form of a system equally applicable in all states. In each state the history, traditions, problems and conditions involved are unique, and any system devised must be a product which seeks to harmonize all such factors into a workable whole.

This committee has extensively reviewed the Kansas scene with regard to local problems of coordination with both public and private colleges and universities, problems of the present 14 public junior colleges, problems of coordination with area vocational and technical education programs, problems of secondary schools, problems of population distribution and geography of Kansas, problems of organization, administration and control of the present system and any system which might be proposed, and many other pertinent matters of concern. A review of the maze of legal provisions now governing the junior colleges of Kansas was made to determine the possibilities of improvement through amending processes. In addition, much study was devoted to systems developed in other states in recent years.

As a consequence of these studies, it is the conclusion of the committee that there should be developed and enacted a totally new body of legislation for Community Junior Colleges which will provide for the establishment of:

(1) A system of high quality community oriented junior colleges operated in various local communities distributed throughout the state;

(2) A plan of organization, administration, supervision, and financing which will promote high quality educational services at the community junior college level;

(3) A system which can properly be coordinated with the secondary schools and community educational needs of the state as well as with the programs of the higher degree granting colleges and universities of the state; and

(4) A system which can provide for an orderly transition of the 14 presently established junior colleges in order that each one may be incorporated into the new system, continued without

change, or terminated, depending upon the local conditions as well as the desires of the board in each of the several communities.

The junior colleges which comprise such a system should be organized and established in accord with newly adopted legislation and officially designated as Kansas Community Junior Colleges. As such, they should be supervised, financed and administered under the terms of the newly adopted legislation.

There should be developed a plan which will, over the years, provide that all the people in Kansas will have an opportunity to commute to a community junior college. One plan considered by the committee outlines approximately nineteen post-high school educational areas. This plan could be used as a basis for developing junior college areas in Kansas and is described in detail in Appendix D, page 119.

If Kansas is to develop a coordinated system of post-high school education in which each type of institution carries out its own responsibilities, there must be a clear understanding regarding the development of the community junior colleges in future years. These institutions will serve particular and unique educational needs and will provide a balanced diversity in post-high school education. It is, therefore, essential that a community junior college not be placed under pressure to become a four-year institution. It should be clear from the beginning that such conversions will not be permitted in Kansas.

A report of the Southern Regional Educational Board entitled Within Our Reach has these recommendations to make in this regard:

1. They (Community Junior Colleges) must be integral parts of the state system of higher education, and fully coordinated with other parts of the system.

2. They must resist pressure to expand into four-year institutions, concentrating rather on achieving excellence in their two-year programs.
3. Their distinctive function must be recognized and respected. They are neither mere extensions of the high school nor decapitated versions of the four-year college.

## Existing 14 Accredited Public Junior Colleges

The existing junior college legislation consists largely of a series of special acts designed to fit the requirements of particular communities. The original enabling law of 1917 has been supplemented by county tax provisions, but leaves control and responsibility for physical facilities in the hands of the city board of education. The people outside the city district are required to pay a tax for support of the junior college, but have no voice in its management, except in the case of Hutchinson.

Kansas now has the following types of junior colleges:

(1) Two county junior college districts, authorized to levy 2.5 mills (Doniphan and Butler);

(2) Three junior colleges maintained by first class city boards of education (Kansas City, Coffeyville and Parsons), authorized to levy 1.5 mills;

(3) Four junior colleges maintained by second class city boards of education (Arkansas City, Chanute, Dodge City, and Independence) authorized to levy up to 5 mills;[1]

(4) One junior college maintained by a first class city board of education, with a county board of regents, members having a vote on junior college matters, and a 1.5 mill county tax (Hutchinson);

(5) Three junior colleges maintained by second class city boards of education, with a county advisory board of regents without a vote, and with a 1.5 mill county tax (Garden City, Iola and Pratt); and

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[1] Electors of the second class city of Colby voted to establish a junior college on July 14, 1964. The college opened in September, 1964, but will not be eligible for accreditation until it is offering a complete two year program.

(6) One junior college maintained by a first class city board of education, with a county advisory board of regents without a vote, and with a 2 mill county tax (Fort Scott).

County-wide tax support of junior colleges is now in effect in seven of the 14 junior colleges, and several others are considering proposals of this type. Only one county junior college district (Butler) is authorized to levy a county-wide tax for payment of bonds and interest thereon for capital outlay purposes.

It is proposed that no change should be made in the financing, organization, control, supervision or administration of the present 14 public junior colleges or high school extension programs. However, provision should be made so that when any one of these colleges is so organized to conform to the criteria established, it may be reclassified as a Kansas Community Junior College under the terms of the new legislation. The new legislation should encourage these colleges, upon request of their governing boards, to be reclassified or terminated within a reasonable time. After reclassification or termination, legislation pertaining to the organization, administration, financing, and supervision of the presently organized schools should be repealed. In the meantime, the committee urges that organization of additional junior colleges or high school extension programs under present or special laws should be prohibited.

## STATE LEVEL ADMINISTRATION AND SUPERVISORY ORGANIZATION

A complete plan for a statewide system of community junior colleges requires that some central agency holding basic responsibility for certain functions be established. Various methods and patterns are employed by different states, depending upon the peculiar needs, problems, traditions and objectives involved. Alternatives most prominently considered in Kansas are the placement of such responsibility in the hands of:

(1) The Board of Regents,

(2) The State Superintendent of Public Instruction,

(3) The State Board of Education,

(4) The State Department of Public Instruction, or

(5) The State Community Junior College Board.

Traditionally, and in practice, the Board of Regents' concern is with the conduct of the affairs of academic institutions serving on a statewide basis. The program of the Community Junior College is not appropriate to this type of organization. As described in other sections, the Community Junior College must not only serve the academic or college transfer needs of the community, but should be deeply involved in the vocational and technical education fields, in the provision of particular community oriented adult education needs, in the conduct of terminal two-year programs, and in the provision of guidance and pupil personnel services closely articulated with the secondary schools of the area served.

The Community Junior College should be an organization with basic operational control, together with significant financial responsibility, centered in the local community. Such patterns are not considered as being appropriate to the particular strengths of the Board of Regents. It is recognized, however, that a close working relationship with the Board of Regents must be maintained.

State Board of Education

Because of the unique nature of the Community Junior College as a local institution it is proposed that:

(1) Policies relating to general supervision, accreditation, and administrative and approval functions at the State level be made the

responsibility of the State Board of Education;

(2) The Board be authorized to establish a Division of Community Junior Colleges within the State Department of Public Instruction. The services of the Division should be organized, administered and supported financially in a manner which will guarantee opportunity to attract a director qualified by experience and education; and which will provide an adequate staff, necessary materials and equipment, and sufficient funds to implement properly the services essential to the program proposed.

(3) The Board be authorized to appoint a Director upon nomination by the State Superintendent, to serve as Director of Kansas Community Junior Colleges.

The Board through the Division of Junior Colleges should, in accord with newly adopted legislation:

(1) Provide guidelines for the organization of Community Junior Colleges;

(2) Serve as the state agency for approval of Community Junior College districts;

(3) Develop and administer accreditation standards;

(4) Maintain uniform systems of records and reports concerning Community Junior College operation;

(5) Administer the provisions of Kansas statutes relating to the Community Junior Colleges;

(6) Receive and distribute state funds to Community Junior Colleges;

(7) Generally perform the state level functions necessary to the operation of the Kansas Community Junior Colleges.

## Advisory Council

A state Community Junior College Advisory Council should advise the State

Board of Education on matters relating to community junior colleges. The purposes of such a council should be:

(1) To assure the greatest possible degree of articulation of the Community Junior College program with other educational agencies including public and private colleges and universities, the secondary schools of the State, and the vocational and technical schools.

(2) To promote understanding of, and service to the various occupational, educational, civic and cultural needs of the state.

(3) To aid the Board in the study and understanding of the needs of the state which should be met by the Community Junior Colleges, and to advise the Board on matters relating to establishing new institutions.

(4) To aid the Board in the development and evaluation of various plans, policies and programs relating to the Community Junior Colleges.

(5) To aid in the development of general standards and criteria for approval and accreditation of Community Junior Colleges and in the evaluation of requests for approval of Community Junior College districts.

Membership

The Advisory Council should be made up of 11 members including:

(1) The State Superintendent of Public Instruction;

(2) The State Director for Junior Colleges;

(3) The State Director for Vocational Education;

(4) The Executive Secretary of the State Board of Regents;

(5) A member of the State Board of Regents selected by the State Board of Regents;

(6) Six other qualified electors of Kansas appointed by the Governor upon nomination by the State Board of Education and who are broadly representative of education, labor, business, agriculture, industry, and the general interests of citizens.

The State Director for Junior Colleges should serve as Secretary of the Advisory Council. The Council should annually elect a chairman from among the six members appointed by the Governor.

### Terms of Office

The State Superintendent of Public Instruction, the State Director for Junior Colleges, the State Director for Vocational Education, and the Executive Secretary of the State Board of Regents are ex officio members and serve so long as they hold the stipulated offices.

The member of the State Board of Regents should be appointed biennially by the State Board of Regents. All other members should be appointed for overlapping terms of four years, three to be appointed each two-year period. All members except the ex officio members should be limited to two consecutive terms.

## ORGANIZATION OF COMMUNITY JUNIOR COLLEGE DISTRICTS

Under the terms of newly adopted legislation, certain basic criteria for the establishment of community junior college districts should be specified by law. In addition, such regulatory standards as may be proper for evaluation of various situations should be developed and applied by the State Board of Education. It is also proposed that the specific procedures whereby new districts might be formed and whereby present public junior colleges may be reclassified or reorganized should also be specified by law.

The authority and final responsibility for approval of the establishment of new community junior college districts or reorganization of present junior colleges as community junior colleges under the terms of new legislation should be assigned to the State Board of Education. Such approval should be in accord with the criteria and procedures established by law, supplemented by the development and application of basic standards set up by the State Board to insure quality of instruction, breadth of educational opportunity, and effectiveness of operation.

Approval by the State Board of Education should be the basis for receipt of state funds by Community Junior Colleges.

### Requirements and Standards for Approval of Community Junior College Districts

*Mandatory Criteria and Standards*. The newly developed legislation should make compliance with the following criteria mandatory before a district may be classified as a community junior college district:

(1) That the District contain the land area of not less than one complete county, and that more than one county may be included, either as entire counties or as parts of adjacent counties; or containing an area less than a whole county but adequate in terms of assessed valuation and student potential to maintain a community junior college and approved by the community junior college authority.

(2) That the formation of the proposed District be approved by a majority vote of qualified voters in the proposed district voting in an election called for this purpose.

(3) That the District contain a total tangible property assessed valuation of not less than $20,000,000 and that further standards based on potential enrollments and the ability to finance adequate educational programs be developed and applied by the State Board of Education prior to approval of any district.

(4) That the District shall have a minimum resident high school enrollment in grades nine through twelve of not less than 900 pupils within reasonable commuting distance of the proposed Community Junior College. "Reasonable commuting distance" shall be interpreted to mean living within an area having a radius of not more than 50 miles from the approximate geographic center of the proposed district. Pupils living outside the county and outside the proposed district may be counted provided they reside closer to the center of the proposed district than to any other established public junior college.

(5) That the State Board of Education approve a site location for the main campus. This approved location shall be, insofar as is possible, near the major population center of the district and, if possible, also near the geographic center of the district.

Regulatory Criteria and Standards. In addition to meeting minimum mandatory standards specified by law, any area seeking to qualify as a Community Junior College District should be evaluated by the State Board of Education. The evaluation should be upon factors of importance to the district's potential ability to establish and operate a successful Community Junior College. It should be approved by the State Board of Education before being so classified.

As a minimum, the evaluation by the State Board of Education should include a study of:

(1) The need for establishment of a Community Junior College in the area.

(2) The inter-relationship with other post-high school agencies in the area.

(3) The potential long-range enrollment in the proposed Community Junior College.

(4) The nature of the educational program needed and desired in the community.

(5) The financial resources of the community and its ability to carry its share of the costs of operation as determined from its potential enrollment and program needs.

(6) The location of the proposed district in relation to that of all other public institutions for education beyond the high school and in relation to an over-all plan for development of a well distributed system of such educational facilities.

(7) The community attitudes toward post-high school education.

Formation of Community Junior College Districts. The organization of a Community Junior College District is inevitably a major undertaking in any area and is the result of much informal discussion in the community. However, the specific procedures for formation of a new district, or the reorganization of one of the present 15 junior colleges into a Community Junior College, must be based on well organized procedures growing out of legislation established for this purpose.

Request to Form a Community Junior College District. As a first step in formation of a Community Junior College District, preliminary approval shall be obtained from the State Board of Education. The request for this approval may be presented by any group or committee of citizens who are representative of the area concerned. The request should include:

a. A map showing the boundaries of the proposed district;

b. Statistical data showing the number of resident high school students living within the limits of the proposed district;

c. Statistical data showing the number of resident high school students living outside the proposed district but not more than 50 miles from the approximate geographical center of the proposed district (all such data shall be presented by school grade and by school attended and shall be verified by the administrative head of the school or district in which the students are in attendance);

d. Statistical data concerning the assessed valuation of all tangible property within the proposed district, such data to be verified by the county clerk or county assessor of the county or counties in which the district is located; and

e. Such other data or information as may be considered pertinent and of value to the State Board of Education.

Upon receipt of the request, the State Board of Education should:

a. Review preliminary data to determine whether or not the proposed district meets all mandatory criteria except that of voter's approval and site selection.

b. Inform persons presenting the request concerning its preliminary determinations.

c. Determine any special conditions, information, problems or considerations it deems important to reaching a conclusion with respect to final approval or disapproval.

d. Confer with the requestors regarding plans and specifications for a complete survey of the need for a community junior college in the area; the type or nature of the educational programs contemplated; the potential costs involved; the willingness and ability of the area to provide adequate financial support for the necessary plant, equipment and well-trained instructional and administrative staff; plans for the furnishing of a suitable site; the present and potential long-range enrollment to justify establishment of a community junior college; the prevailing situation with regard to other public and private facilities for education beyond the high school.

If preliminary approval for formation of a community junior college district is granted by the State Board of Education, the local representatives should proceed by conducting a complete and comprehensive survey of the proposed district. The survey should contain the materials previously cited and any other appropriate information, including such additional information as may be requested by the State Board.

Upon receipt of the completed survey and petition for election, the State Board and the members of the Advisory Council should review all information presented. A recommendation on the approval or rejection of the proposed district should be made by the State Advisory Council, but it should not be binding upon the Board. The Board should make a final approval or rejection of the proposed plan. If the plan is approved, authorization to proceed with an election in accord with legal provisions should be given. If the plan is rejected, reasons for such rejection should be prepared and given to local people. The Board may at its discretion make such recommendations as it sees fit concerning revision of the proposals for future resubmission and consideration. However, any proposal resubmitted shall be treated as a totally new proposal and shall meet all requirements as a new proposal.

### Election for Formation of Community Junior College District.

Not less than 60 nor more than 90 days after approval by the State Board of Education, the proposition shall be submitted to a vote of the qualified voters of the area at a general election or a special election called by the board of county commissioners of the county in which the largest valuation of the proposed district is located, and if a majority of the electors voting on the proposition vote in favor thereof, the Community Junior College District would thereupon be formed.

In the same election, six members of the Community Junior College Board of Trustees shall be elected at large. Positions on the Board of Trustees shall be numbered 1, 2, 3, 4, 5, and 6, and candidates should file for specific positions. Trustees elected to positions 1, 3, and 5, should serve four years or until the second general election after original election and be subject to re-election at the general election each four years thereafter. Trustees elected to positions 2, 4, and 6 should initially be elected for a term of two years or until the first general election after original election and be subject to re-election each four years thereafter.

After original election, the election of members of the Community Junior College District Board of Trustees should be held at the regular general election.

Duties of the Board of Trustees. The Board of Trustees should be the local governing body and policy-making agency for the Community Junior College District. As such the Board should:

(1) Appoint a President of the Community Junior College as its chief administrative officer together with such other staff members as may be required for the administration, supervision, instruction, operation and maintenance of the Community Junior College.

(2) Develop and adopt policies, rules and regulations as may be necessary for the proper conduct of the business and educational affairs of the district.

(3) Adopt a budget, receive all funds and levy appropriate taxes for the financing of the district.

(4) Provide for the purchase of necessary supplies, equipment and materials needed in the conduct of the work of the Community Junior College.

(5) Upon proper authorization, issue bonds for the purchase of land, buildings and capital equipment.

(6) Be authorized to lease or purchase buildings, land or equipment from any school district on a negotiated basis. Leasing or selling such property to a Community Junior College District should be permitted without public advertisement or bid requirements.

## CERTAIN EXISTING SCHOOL DISTRICTS MAY ESTABLISH A COMMUNITY JUNIOR COLLEGE

Existing school districts and junior college districts which have boundaries coterminous with the boundaries of a county would follow the same procedure and be subject to the same criteria in effect for any other proposed community junior college. The original request for approval of the establishment of the Community Junior College would be submitted by the governing board of the existing district but, in the case of a unified school district, the board of education would assume responsibility as the board of trustees of the junior college.

## ANNEXATION OF NEW TERRITORY TO JUNIOR COLLEGE DISTRICTS

Whenever there is a significant number of students who are residents of a school district adjacent to a community junior college district and who are enrolled in the community junior college, the board of trustees of the community junior college district may request the State Board of Education to approve the annexation of all the territory of such a school district to the community junior college district. The State Board of Education shall, within ninety (90) days after receipt of the request, determine whether the annexation shall be made. If the request is approved, the State Board of Education shall also establish a date at which time the annexation shall become effective. The decision of the State Board of Education shall be final.

Whenever there is a significant number of students who are residents of a county adjacent to or containing part of a community junior college district and who are enrolled in the community junior college, any group or committee of citizens representative of the area concerned may request the State Board of Education to approve the annexation of the territory of the county to the community junior college district. The State Board of Education shall, within ninety (90) days after receipt of the request, determine whether the annexation shall be made. If the request is approved, the State Board of Education shall also establish a date at which time the annexation shall become effective. The decision of the State Board of Education shall be final.

Any annexation of territory to a community junior college district shall extend to such annexed territory all rights, privileges and responsibilities as are carried by the original district.

## RECLASSIFICATION OF SPECIAL JUNIOR COLLEGE DISTRICTS AND HIGH SCHOOL EXTENSION PROGRAMS

The variety of conditions prevailing in the present 15 school districts operating public junior college or high school extension programs requires that certain provisions be made authorizing methods for their reclassification as Community Junior Colleges. It is proposed that:

1. The State Board of Education be authorized to reclassify as a Community Junior College any junior college which meets the mandatory criteria and whose governing board submits a request for such reclassification.
2. The Board of Education in any school district of Kansas now operating a junior college be authorized to sell, lease or give any land, buildings, equipment, or other property not required for use by the school district to the Community Junior

College District and that the proceeds derived from such sales or leases be placed to the credit of the special building fund of the school district.

3. That any employee of a district covered by a legally established retirement plan in a district now operating a junior college or high school extension program and which is incorporated into a Community Junior College District may continue as a member of said retirement plan if said employee is employed by the Community Junior College District. Any contributions normally made by the employee should continue to be deducted from earnings and transmitted to the retirement system by the Community Junior College District. All contributions to the system formerly made by the school district should be made from the funds of the Community Junior College District and transmitted to the Retirement System.

Retirement. Provision should be made in the law for the faculty members of the community junior colleges to participate in the Kansas State Teachers Retirement System.

## FINANCING COMMUNITY JUNIOR COLLEGES

Education beyond the high school at the state college and university level is almost totally financed from state sources and student fees. By contrast, junior college and high school extension programs have received about 20 percent of their operating costs and none of the outlay for buildings, equipment and land from these two sources. To establish a high quality Community Junior College program to meet the growing needs of the State of Kansas as well as those of local communities, it is proposed that a more equitable and defensible plan of financing be established.

Development of a new financing plan for Community Junior Colleges in Kansas should be such as to place two years of suitable education beyond the high school within the economic reach of substantially all high school graduates. The state as a whole should share with local communities and with individual students the responsibility for paying the costs of such an education.

## Existing 14 Accredited Public Junior Colleges

Thus legislation providing for the financing of each of the presently organized 14 accredited junior colleges should remain unchanged until such time as it is reclassified as a Community Junior College in accord with newly developed legislation.

It is proposed that a new plan for the financing of Community Junior Colleges should provide:

1. That the State Board of Education should establish uniform recording and reporting methods and adopt uniform procedures for application in the determination of operating costs per student or the full time equivalent. Such records shall include all expenditures and income for both residents and non-residents of Kansas.
2. Annual state support for operation of each community junior college should be equal to one half of its operating costs for the preceeding year. Such costs to include expenditures for administration, instruction, health services, maintenance of plant and equipment, operation of plant and equipment, and fixed charges.
3. For the first two years the State support should be equal to one half of the budget submitted to and approved by the State Authority.
4. Local support for operation of each community junior college shall be equal to one-half of its operating costs for the preceding year plus or minus the increase or decrease in actual operating costs

for the current year compared to the year next preceding. Any tuition or fees paid by students for purposes of financing the operating costs of the college shall be considered as local funds. Included shall be all general tuition fees, special fees for individual classes or courses, general instructional supply fees, library fees, and comparable charges.

5. The rate of tuition to be charged by each Community Junior College shall be established by its Board of Trustees subject to the following limitations:
    a. Students fees shall be within the maximum established by the State Authority. These fees should normally not be in excess of 10 percent of the operational cost for the previous year.
    b. Every reasonable effort shall be made to keep such fees at a level where no student having the ability and desire to attend will be prevented from doing so because of these costs.
    c. Tuition and fees to all Kansas residents shall be uniform within each district.
    d. The county of residence of any Kansas student residing outside a Community Junior College District shall pay to the Community Junior College attended an amount equal to the total cost per student for operating purposes, plus $100 a year as an amortized share of capital costs, less an amount equal to the tuition and fees paid by the student and the amount per student paid by the state. Such payment shall be

paid from an ad valorem tax on all property within the county but not included in a Community Junior College District.

e. Fees for out-of-state students shall be determined by the Board of Trustees except that in no case shall the tuition and fees charged be less than the sum of the state support per student for operation costs and the standard tuition and fees established for resident students.

f. Foreign students attending on a student visa may be permitted to attend by payment of resident student tuition and fees.

6. Capital costs should be shared by the State and each Community Junior College District on the basis of the following plan:

   a. Sharing of cost of capital expenditures by the State should be on a systematic, long-term basis taking into account the problems involved in providing facilities on a current basis as well as the long-term needs for replacement and modernization of plants and equipment. Payment of the State share of such costs should be on the basis of amortization of the investment in buildings, equipment, and other capitalized items. An annual amount equal to the total number of Kansas resident full-time equivalent students multiplied by $50 should be paid to the Community Junior College District as the annual State share of capital expenditures and debt service.

   b. All State funds paid for such purposes should be placed in a special fund and expended only for the following:

(1) Direct payment for new buildings and equipment
(2) Capital improvements to and remodeling of existing buildings
(3) Purchase of additional equipment
(4) Additions to buildings
(5) Improvement of sites
(6) Architects' and professional fees associated with capital expenditures
(7) Payments of principal and interest on bonded debt incurred for any of the above purposes.

c. Funds for capital expenditures should be permitted to accumulat for future needs and be invested in the same manner as the special building funds of public schools.

d. The Kansas Community Junior College Districts should be authorized to establish a special building fund levy of not more than one mill for capital expenditures. Such funds should be permitted to accumulate for future needs and be invested in the same manner as the special building funds of the public schools.

e. The Kansas Community Junior College Districts should be authorized to issue general obligation bonds not to exceed five percent of the assessed valuation of the district upon approval by majority vote of those voting in an election called for such purpose, and to levy ad valorem taxes necessary for payment of principal and interest thereon.

7. The use of any federal funds which might be made available should follow the formula developed by federal law and the state plan.

Summary

Kansas should have a new body of legislation designed to establish and maintain a system of Kansas Community Junior Colleges. This system should be developed to provide opportunity for all the people of Kansas so that a high quality, diversified and well-coordinated program of post-high school education will be available to them.

Provision should be made for any of the 14 junior colleges now operating which meet the criteria established in the new law to become a part of this system. However, all presently operating institutions should be permitted to continue their present operation if they so desire.

The new law should provide for a state junior college authority (designated as the State Board of Education) to coordinate and supervise the development of these institutions. The State Board of Education should be aided by a new State Community Junior College Advisory Council with representative membership, and by a staff constituting a Division in the State Department of Education headed by a Director.

There should be approximately nineteen junior college districts designed to serve the post-high school needs at this level of all the people in Kansas. The state and local district should share the cost of these institutions, provided that students fees may be charged up to a maximum established by the State Board of Education. Capital outlay needs also should be met through combined state and local cooperative financial efforts.

# CHAPTER IV

# FINANCING OF KANSAS JUNIOR COLLEGES

Financing education beyond the high school is rapidly developing as a major concern in public education. An examination of procedures used in the various states indicates few trends of a definite nature. However, certain general observations can be made:

1. There is a strong trend toward development of systems of community junior colleges with an increasing participation in their support by the state.
2. Among financing plans, there is no identifiable pattern which is generally acceptable to a majority of states.
3. Financing plans developed in each state seem to be based upon the history and conditions which are peculiar to that state.
4. Financing plans range from those in which almost all funds are derived from state sources to those in which no funds come from the state. However, in every state where legislation pertaining to financing junior colleges has been enacted in the past ten years, the proportion of operating costs carried by the state has increased sharply.
5. Formulas for the distribution of state monies to junior colleges range from simple, flat-grant per student enrolled arrangements to highly complex and sophisticated formulas attempting to provide for special incentives in staff salaries, special courses and subjects, equalization of financial resources among districts, and many other factors.
6. Financing from student tuition and fees is also without a fixed

pattern, even within states. As a general rule, efforts are made to keep this factor within control to avoid exclusion of student talent for financial reasons.

7. Costs of junior college programs vary greatly depending upon the type of program offered and the quality of the facilities and staffing. As a general rule, technical education programs cost considerably more than liberal arts programs. Staff salaries and size of the school are also important factors in determining costs.
8. Increasingly, states are sharing capital costs. Florida now pays all of these costs from state funds, and more than one-half of all states include some support for this purpose, frequently on a matching basis with local funds.
9. Capital costs for new buildings and equipment may be expected to average between $3,500 and $4,000 for each full time student for which facilities are provided. Thus a school for 500 could expect to involve a total capital investment between $1,750,000 and $2,000,000. Amortized over a 40-year period, the cost is about $85 to $100 a student a year. Variations from these amounts can be considerable depending on land costs, the area in which construction takes place, and the type of facilities developed.

## Examples of State Support Programs

Examples of various state support programs for junior colleges are as follows:

California provides basic aid in the amount of not less than $125 a pupil plus equalization aid sufficient to provide $543 a student minus the product of a qualifying tax rate of 2.4 mills. Also provided is a special junior college capital outlay and debt service grant distributed on a matching basis not to exceed $1 of state money for each $4 of local money.

Colorado. The state board of education allocates $2,100 for each seven students carrying an average of 45 quarter hours or 30 semester hours of credit for the preceeding school year in grades 13 and 14.

Florida. Junior colleges in Florida share in a state foundation program fund in which the local district's share is based on the number of instructional units determined by average daily attendance. This amounts to approximately $450 a student annual state contribution. In junior colleges, one instruction unit is allowed for each 12 students in average daily attendance for the first 420 students, and one additional unit for each additional 15 students. Special units are allowed for administrators, special instructional services, and for guidance services. Capital outlay and debt service expenditures are also recognized in the Florida foundation program through an allowance of $400 per instructional unit, in addition to direct state grants for buildings.

Illinois. Junior college aid in Illinois is distributed on the basis of $7.60 for each semester hour of credit completed by a resident pupil in a recognized junior college.

Iowa. Iowa provides $1 a day for each resident and $1.50 a day for each non-resident junior college student in attendance and carrying 12 or more semester hours, such funds to be applied to current operating expense. In addition, a small apportionment known as the semi-annual apportionment is made on the basis of the school census of all children ages 5 to 21.

Maryland. The state of Maryland provided $175 a pupil a year for each full-time equivalent student who was a resident of Maryland. Beginning in 1963-64, the state rate per student will be one-third of the current expense cost of operating the college up to a maximum of $225 a student. Funds for capital outlay were provided during 1961-62. Amounts for various junior or community college projects were determined by multiplying $2,000 by the proposed pupil capacity of the school, subject to the limitation that the state money may not exceed half the total construction cost of any project. Allocations of capital outlay funds are made on the basis of a priority schedule.

Michigan. Apportionments for operating expenditures in Michigan are made on the basis of the number of students attending the junior college in the district and cannot exceed $224 a student or half the per pupil operational cost. Aid for junior and community college capital outlay is distributed on the basis of $40,000 to each qualified district plus a further allowance proportionate to the district's junior or community college enrollment.

Minnesota. Payment of $300 is made for each student in average daily attendance in junior colleges maintained by school districts provided that tuition charged to resident students is at least three-fourths of the amount charged for non-resident students, and that non-resident tuition shall be at least five-sixths of the state college tuition for 1962-63.

Missouri. Approved junior college districts in Missouri are entitled to receive $200 for each 30 semester hours of college credit completed by the junior college student.

Oregon. Districts approved for operation of a community college receive two-thirds of the state average per pupil cost for operating expenses for each equivalent full-time student enrolled in post-high school programs, or the difference between the operating expenses and the amount received from tuition and fee receipts. For 1962-63, the state had defined the average per pupil cost for operating expenses as $650. Funds for establishment of community colleges are distributed to the extent of 75 percent of the actual cost of approved building projects exclusive of the cost of the site.

Washington. Junior colleges in Washington participate in the regular distribution of the basic state support on a per pupil day basis equal to twice the rate at which elementary school attendance is credited. Junior colleges also share in the equalization program and in the support from real estate transfer taxes. All of these funds are used for current expenses. In addition, aid for capital outlay is provided on the basis of a formula in which state assistance is graduated downward from 90 percent of the cost of approved projects to none for ineligible districts, depending upon the relationship of the equalized valuation of the district to the number of certificated employees therein. Priorities for such construction are determined by the State Board of Education.

## Current Financing of Junior Colleges in Kansas

At present, the operation of Kansas junior colleges is financed primarily from local property taxes. Aid is paid by the state in the amount of $3 per enrolled semester hour of credit up to 64 credit hours a student. State aid amounted to $340,133 or 13.9 percent, and student fees and tuition receipts amounted to $202,248 or 8.3 percent of the total operating cost during the school year 1962-63. None of the capital costs of the junior colleges is paid from state funds. All of these are now paid from local property tax levies. A limited amount of federal funds for the construction of junior college facilities has been authorized by Congress and may become available in the near future.

The total cost of operating junior colleges has not always been determined with exactness because in most cases the junior college is maintained as a part of a public school system. Junior college expenditures for administration, instruction, maintenance, custodial services and supplies frequently are difficult to identify clearly without excessive expenditure of time in a detailed cost accounting. Total operating cost of the 14 junior colleges in 1962-63 was found to be $2,442,910. Based on equated full-time student enrollments as reported by the State Department of Public Instruction, the expenditure figures show a per student cost of operation in the school year 1962-63 ranging from $333 to $728, as shown in the table following.

TABLE V

Cost Per Student in Kansas Public Junior Colleges, 1962-63

| School | Cost per Student | School | Cost per Student |
|---|---|---|---|
| Pratt | $728.43 | Independence | $384.64 |
| Chanute | 659.68 | Hutchinson | 384.57 |
| Garden City | 536.22 | Arkansas City | 375.50 |
| Dodge City | 480.50 | Coffeyville | 350.65 |
| Highland | 463.75 | Kansas City | 350.76 |
| El Dorado | 447.59 | Fort Scott | 339.64 |
| Parsons | 443.47 | Iola | 333.08 |

| | |
|---|---|
| Average | $419.81 |
| Median | 414.05 |

High per pupil costs in Pratt and Chanute were caused primarily by the relatively small number of pupils enrolled--229 in Pratt and 201 in Chanute. While Fort Scott had only 227 pupils, it also had a low expenditure program totaling $77,099, resulting in a lower per pupil cost than shown for the other two colleges. Similarly Iola, with an enrollment of 286 pupils and an operating cost of $89,932, had a per pupil cost of operation below the state average.

The average and median cost figures for the 14 junior colleges as a whole are below the national average. It is possible that the lower average and median figures in Kansas reflect the inability to establish firmly the total junior college costs in some instances. However, it must be recognized that with few exceptions the junior college programs in Kansas of necessity have had to be restricted to low-cost liberal arts college transfer offerings because of the limited funds available for operation. This factor is reflected in the salaries of teachers in Kansas junior colleges which tend to be considerably below the average of junior colleges in other states.

### 1963 Ad Valorem Taxes

The narrow tax base from which most junior colleges must finance their operations, and the tax rate in mills levied in 1963, are shown in the accompanying Table VI, page 58. The taxable assessed valuations ranged from only $7,453,724 for the Iola district and $9,808,336 for Fort Scott (Both have now broadened the base to include the entire county) to $130,220,775 for Kansas City. The taxable valuations of the districts maintaining junior colleges fall into the following groupings:

| | |
|---|---|
| Less than $12,000,000 | 4 junior colleges |
| $14,000,000 - $20,000,000 | 4 junior colleges |
| $20,000,000 - $22,000,000 | 4 junior colleges |
| More than $22,000,000 | 2 junior colleges |

The amount of money which can be obtained from the maximum district tax rate that can be levied (5 mills for second class cities) has been so small compared to total operating expenses of the junior colleges that they have turned to the counties to obtain additional funds. For example, a five-mill tax on the Iola valuation would have produced only $37,268 in 1963, whereas a 1½ mill county levy would yield $47,846.66.

Most of the second class cities have levied a special junior college tax levy of five mills less the sales tax residue. In 1963, five first class cities did not make a special junior college tax levy. They financed the junior college out of the general funds of the school district or from a county junior college levy.

Five junior colleges benefited from the proceeds of a supplementary county levy in 1963. Including the Butler and Doniphan County Junior Colleges, there are seven junior colleges which now have county-wide tax levies. The 1963 mill tax levies and the assessed valuations of the counties are shown in Table VI.

## Junior College Fees

There is little uniformity in accounting of junior college fees. This is partly because fees collected are used to pay part of the cost of the educational program provided for in the budget, and also to pay for items not included in the budget, e.g. to finance certain traditional student activities, such as yearbooks, school papers, athletic programs, and other student activities. Furthermore, there has been little uniformity in the fee rates, their titles, or the purpose for which different fee amounts were expended.

Legally, no tuition can be charged residents of the county or of adjacent counties under the following provision of Sec. 72-5706, G.S. 1961 Supp., "tuition shall be free in all high schools to any pupil residing within the county and within the territory subject to the tax." By implication, other pupils may be charged tuition. In some cases, tuition fees are low enough to attract out-of-state students. In other cases, they are designed to keep out such students.

## TABLE VI

## ASSESSED VALUATIONS AND LEVIES (MILLS) IN JUNIOR COLLEGE DISTRICTS, 1963

| Districts and Counties | District Tangible Valuation | District Jr. Col. Mill Levy | Total Levy Sch. Dist. (All Purposes) | County Tangible Valuation | County Jr. Col. Levy |
|---|---|---|---|---|---|
| Arkansas City (Cowley) | $ 18,872,237 | 4.75 | 32.58 | $ 75,215,458 | |
| Chanute (Neosho) | 11,867,526 | 4.74 | 41.22 | 30,974,590 | |
| Coffeyville (Montgomery) | 19,503,943 | -(a | 43.45 | 62,779,866 | |
| Dodge City (Ford) | 21,002,764 | 4.60 | 50.23 | 51,440,347 | |
| El Dorado (Butler) | 20,420,242 | 3.45 | 38.00 | 92,585,227 | |
| Fort Scott (Bourbon) | 9,808,336 | -(b | 28.59 | 26,610,142 | 2.00 |
| Garden City (Finney) | 20,016,374 | 4.99 | 41.68 | 55,614,635 | 1.50 |
| Doniphan Co.-Highland | 20,218,246 | -(c | - | 20,218,246 | 2.34 |
| Hutchinson (Reno) | 53,775,807 | -(c | 46.45 | 132,244,442 | 1.445 |
| Independence (Montgomery) | 14,587,956 | 4.73 | 39.14 | 62,779,866 | |
| Iola (Allen) | 7,453,724 | 1.43 | 41.75 | 31,897,773 | 1.50 |
| Kansas City (Wyandotte) | 130,220,775 | -(a | 47.55 | 172,303,739 | |
| Parsons (Labette) | 14,682,674 | -(a | 39.07 | 43,800,210 | |
| Pratt (Pratt) | 10,377,433 | 4.04 | 40.19 | 39,386,447 | 1.435 |

a) Junior college financed from school district general funds, fees and state aid

b) Junior college previously financed from school district general fund; county tax levied in 1963

c) Junior college financed entirely from county levy, fees, and state aid

There is no specific statutory authority for charging fees similar to the powers granted to the state schools under the board of regents in Sec. 76-156, G.S. 1961 Supp., and 76-307, G.S. 1949. However, the general practice has been to charge resident students fees to cover certain costs incidental to the course of instruction.

Although junior colleges have been charging fees for many years, they are not eligible to participate in the state scholarship program for college students created by the 1963 Legislature (Chapter 342). The objective of the scholarship payment was to pay for the tuition and fee charges which the student would otherwise pay. Although junior colleges are included in the definition of institutions at which scholarship aid for students of ability and need may be granted, the fact that they are essentially extensions of the high school for which tuition may not be charged renders them ineligible to receive scholarship money.

Table VII shows the principal fee charges and the total amount collected by each junior college in the school year 1962-63. The grand total for all of the fourteen junior colleges was $391,906.93. These receipts ranged from approximately $4,000 for Chanute to $98,000 for Hutchinson.

## TABLE VII

## JUNIOR COLLEGE FEES AND TUITIONS, 1962-1963

| Junior College | Incidental | Registr'n Matricu'n | Activity | Outstate Tuition | Instate Tuition | Range of Course Fees | Total Fees & Tuition Receipts |
|---|---|---|---|---|---|---|---|
| Arkansas City | $25 | | | $ 45 | | $1.00-18.00 | $ 29,850.00 |
| Chanute | 15 | | | | | 2.40 | 3,992.50 |
| Coffeyville | 25 | | | 160 | | 1.00-9.00 | 34,143.25 |
| Dodge City | 20.50 | | $10 | | | 2.50 | 20,405.00 |
| Doniphan Co. | 75 | | | 130 | $80 | 5.00 | 24,946.28 |
| El Dorado | 25 | | | 50 | | | 16,256.00 |
| Fort Scott | | | 10 | 50 | 25 | .50-5.00 | 12,297.50 |
| Garden City | 30 | | | | | 1.50-7.00 | 13,266.00 |
| Hutchinson | 15 | | 20 | 81 | | 2.00-3.00 | 97,775.00 |
| Independence | 30 | | | 150 | | 3.00-5.00 | 10,141.00 |
| Iola | 20 | | | | | 2.00-10.00 | 7,444.35 |
| Kansas City | 8 | $100 | | 170 | | 1.50-6.00 | 91,707.50 |
| Parsons | 12-17 | | | | | .50-7.00 | 14,892.55 |
| Pratt | | 30<br>15 (Special Students) | | 60 | | 1.00-7.00 | 14,790.00 |
| TOTAL | | | | | | | $391.906.93 |

## Receipts and Expenditures of Kansas Junior Colleges

Kansas junior colleges expended nearly $2\frac{1}{2}$ million for operating purposes during the school year 1962-63. Classification of expenditures and receipts for the 14 institutions is shown in a consolidated statement in Table VIII, page 63. These figures are based on a special computation obtained through the cooperation of junior college officials, and are believed to represent as accurate figures as could be secured without a special audit of junior colleges maintained as a part of the local public school system. Neither the present budget forms nor the audit reports show all of the receipts and expenditures of the junior colleges segregated from the accounts of other elements of the school system. However, the junior colleges organized on a county basis and the Hutchinson Junior College do have completely separate accounting of receipts and expenditures.

Nearly $2 million or more than 80 percent of the total cost of operation of the Kansas junior colleges was expended for instruction and administration. The amount expended on instruction was less than $100,000 in six junior colleges, and exceeded $150,000 only in the case of Coffeyville, Hutchinson, and Kansas City. Expenditures for administration totaled $208,309, including the salary and expenses of the offices of the presidents, deans, and registrars, plus a proration of the expenses of the offices of the city superintendents wherever such expenses should appropriately be included. Plant operation and maintenance represented slightly more than 10 percent of the total cost. All other expenditure items were relatively minor.

The largest single item of income for junior colleges was $701,641 received from the county general high school fund. These payments represent 27.7% of more than $2\frac{1}{2}$ million of total junior college income, and indicate what a vital part this fund plays in the current financing of junior colleges.

This fund was made applicable to junior college students who live in the county or adjacent counties on the theory that junior colleges merely conduct extension of the high school course of study. Under the existing law, no new junior colleges (organized after January 1, 1945) are eligible to participate in the county general high school fund. If Kansas abandons the idea of high school extension courses and adopts the concept of separate junior colleges on an area basis, these colleges would no longer be eligible to participate in the county general high school fund.

Special junior college district tax levies accounted for $434,686 or 17.2 percent of total receipts; payments from the school district's general fund amounted to $345,903 or 13.7 percent of the total income; county junior college levies amounted to $291,427 or 11.5 percent, and state junior college aid amounted to $340,133, 13.9 percent. Fees, tuition, and other charges totaled $202,248, approximately 8 percent. In the future, the amounts received from county junior college tax levies will be substantially larger because of the adoption of county-wide levies in four more counties in 1963.

All school costs, including junior college costs, have risen steadily since the late 1930's and early 1940's. One reason has been the increase in the cost of labor and material for providing facilities. Another is the increased cost of supplies and equipment. The principal factor, however, has been the increased cost resulting from the professionalization of the teaching personnel. The public has demanded better qualified teachers and faculty members and, as a result, salaries for faculty have increased both in terms of higher qualifications and higher living costs.

## TABLE VIII

## CONSOLIDATED STATEMENT OF RECEIPTS AND EXPENDITURES OF 14 KANSAS JUNIOR COLLEGES 1962-1963

### Expenditures

| Activities | Amount | % of Total |
|---|---|---|
| Administration | $ 208,309.41 | 8.5 |
| Instruction | 1,759,731.25 | 72.0 |
| Attendance and Health | 7,813.63 | .3 |
| Transportation | 7,003.97 | .3 |
| Plant Operation | 179,513.43 | 7.4 |
| Plant Maintenance | 71,263.64 | 2.9 |
| Fixed Charges | 90,476.85 | 3.7 |
| Student Body and Food Services | 75,506.20 | 3.1 |
| Community Services | 7,215.03 | .3 |
| Capital Outlay | 36,077.12 | 1.5 |
| Total | $2,442,910.53 | 100.0 |

### Receipts

| Taxes and Other Income | Amount | % of Total |
|---|---|---|
| Special District Junior College Tax Levies | $ 434,686.68 | 17.2 |
| Receipts from School District General Fund | 347,093.44 | 13.7 |
| County Junior College Levies | 291,427.99 | 11.5 |
| Receipts from County General High School Fund | 701,641.25 | 27.7 |
| Fees, Tuition, and Charges | 202,148.99 | 8.0 |
| State Finance Aid | 340,133.00 | 13.5 |
| State and Federal Vocational and Other Federal Funds | 80,703.80 | 3.2 |
| Miscellaneous Receipts | 131,438.61 | 5.2 |
| Total | $2,529,273.76 | 100.0 |

School districts throughout the country have had to depend on more state school support received from indirect tax revenues to meet the increased costs of operation. Standards for junior college classroom teachers are higher than the standards for other teachers in the public school system. In their effort to comply with the demand for higher faculty standards, the Kansas junior colleges have been seriously handicapped because of lack of adequate finance.

The difficulty of obtaining faculty and the failure to expand the educational program arise primarily out of financial limitations because the major items of financial support come from local property taxes. Thus it is necessary to provide additional state support from indirect tax sources for both operation and capital outlay.

### Summary

Kansas junior colleges are not adequately financed under the current laws. As a result, faculty salaries are considerably below the national average, programs are limited, and facilities are for the most part inadequate. If Kansas youth and adults are to receive diversity of educational opportunity that they might well expect, there is a need to develop for the new Kansas community junior colleges a plan which will provide more adequate financing for both current operating expenditures and capital outlay.

# CHAPTER V

# CURRICULUM IN KANSAS COMMUNITY JUNIOR COLLEGES

## Background and Trends

The curriculum of the community junior college, like that of all other educational institutions, is shaped largely by the philosophy which undergirds it and by the more specific purposes and goals which have been accepted as valid for the institution. For many junior colleges, historically, the purpose has been to provide the first two years of college work for those youth planning to complete baccalaureate degree programs. Thus this curriculum was known as the "college transfer" or "college parallel" program.

Although many private and some public junior colleges currently limit their curricula largely to the college transfer programs, the trend is toward the provision of a comprehensive multi-purpose curriculum. Increasingly, the goals and objectives of the community junior college call for educational opportunities to youth and adults with a wide range of educational needs and occupational plans. The recent report of the President's Commission on National Goals emphasizes the trend. It also cites the need for institutions such as the junior college to serve increased numbers of students who vary greatly in their abilities, motivations, and educational needs.

The case for the comprehensive program is succinctly stated in these words:

> We are moving toward more explicit recognition of the diversity of our higher educational institutions. An important ingredient in this diversity is the junior college or the community college. Such institutions perform highly useful functions. . .Whatever the label . . .there should be roughly within commuting distance of every high school graduate (except in sparsely settled regions) an institution that performs the following functions:
>
> (a) offers two-year terminal programs for students not going on to a four-year college career.

(b) offers transfer programs for students who do wish to complete a four-year program.

(c) serves as a technical institute for the community, serving local needs for vocational and sub-professional education.

(d) offers continuing education to adults.[1]

## Curriculum Patterns and Trends in Other States

Within the past half dozen years many states have made state-wide studies relating to the need for establishing community junior colleges. Invariably, state-wide studies have identified the need for providing diverse educational opportunities through a comprehensive curriculum.

In Iowa, a report submitted to the Iowa General Assembly in the year 1962, recommended:

> The state-wide system of public area community colleges should provide (within the system as a whole and to the greatest extent possible within each college) educational opportunities and services in each of the following areas; but not necessarily limited thereto:
>
> (a) The first two years of regular college work including pre-professional education.
>
> (b) Vocational and technical education.
>
> (c) Programs for in-service training and retraining of workers.
>
> (d) Programs for high school completion for students of post-high school age.
>
> (e) Student personnel services.
>
> (f) Community services.[2]

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1. Goals for Americans, The Report of the President's Commission on National Goals. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960, p. 91.

2. Education Beyond High School Age - The Community College. Des Moines: The Iowa State Department of Public Instruction, 1962, p. 7.

A study in New Jersey noted that:

> Public two-year colleges owe their remarkable post-war development to the fact that they offer comprehensive programs serving students who are frequently neglected by conventional college programs.[3]

The study recommendations, submitted to the governor and the legislature, called for the curriculum to be "specialized or comprehensive in scope and character depending on the needs and desires of the community served."[4] These recommendations have been enacted into law in New Jersey since the completion of the study.

In Pennsylvania, the Governor's Committee of One Hundred for Better Education classified the community college's offering into three general divisions or areas: (1) a two-year program in occupational or semi-professional fields for high school graduates, (2) a two-year transfer program which parallels the first two years of four-year college and university work, and (3) a broad program of adult or continuing education.[5]

Thornton summarizes data from American Junior Colleges, 1960, indicating that for 590 accredited public and private junior colleges business courses are the most frequently offered occupational courses in junior colleges. Trades and crafts courses, semi-professional courses, and courses in service fields are next most frequently offered in that order. Substantial offerings were also found in agriculture and related areas, and in art, nursing, physical education, music, journalism, photography, and ceramics.[6]

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[3] Education Beyond High School - The Two-Year Community College, January, 1961. Trenton, New Jersey: Department of Education. p. v.

[4] IBID., p. 2

[5] Community Colleges for Pennsylvania. Harrisburg: The Governor's Committee of One Hundred for Better Education, 1963. pp. 4-6.

[6] Thornton, James W. Jr., The Community Junior College. New York: John Wiley and Sons, Inc., 1960. pp. 182-186.

The different kinds of occupational courses offered in more than 300 community colleges in 1958-59 are summarized in Table IX, page 69.

Medsker found 91 percent of 243 institutions offering transfer programs, while 86 percent offered some type of terminal programs. In the area of terminal programs, Medsker noted that most terminal curricula have a strong occupational orientation. He also pointed out that the work offered depends on the occupational needs of the community and on programs offered by other agencies in the same community.[7]

Inasmuch as the curriculum of the public junior college may be specialized or comprehensive in scope and character, depending on the needs and desires of the community served, it is clear that not all such institutions will or should offer comprehensive programs. However, the trend in state programs across the nation is unmistakable. The states are providing an organizational and financial framework which will enable community junior colleges to offer a comprehensive curriculum.

## Instruction in the Junior College

The junior college is an institution singularly devoted to instruction and teaching. Hillway emphasizes this basic characteristic in his discussion of the purposes and philosophy of the modern two-year college:

> "As an undercurrent running through all of these vital purposes, we may recognize still another: the identification of the junior and community college as an institution devoted not to scholarly investigation and research (as are the universities) but rather to sound and meaningful teaching directed at the production of well-informed, competent citizens of a democratic nation."[8]

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7. Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw Hill Book Co., 1960.

8. Hillway, Tyrus, The American Two-Year College. New York: Harper and Brothers, 1958, pp. 82-83.

## TABLE IX

## NUMBER OF ACCREDITED JUNIOR COLLEGES OFFERING NAMED OCCUPATIONAL COURSES OF STUDY, 1958-59

| Course of Study | Number of Colleges | Course of Study | Number of Colleges |
|---|---|---|---|
| Business, Secretarial | 318 | Mechanics, General | 72 |
| Business Education General | 277 | Building Trades | 71 |
| Drafting | 155 | Journalism | 67 |
| Art | 129 | Metal Work | 65 |
| Engineering, General | 113 | Nursing, 2-Year | 59 |
| Medical Laboratory Techniques | 113 | Physical Education | 56 |
| Home Economics | 108 | Architecture | 53 |
| Mechanics, Auto | 98 | Dental Laboratory Techniques | 46 |
| Electricity, General | 93 | Woodworking | 39 |
| Agriculture, General | 86 | Social Service | 37 |
| Medical Secretarial | 85 | Recreational Leadership | 27 |
| Nursing, 1-Year | 80 | Mechanics, Aviation | 23 |
| Music | 78 | Forestry | 16 |
| Salesmanship | 78 | Aviation, Flight | 13 |
| Elementary Teaching | 76 | Miscellaneous Curriculum | 169 |
| Radio and TV Technology | 73 | | |

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Source: J. W. Thornton, Jr., The Community Junior College. New York: John Wiley and Sons, Inc., 1960, p. 184

The philosophy of the community junior college, the teaching orientation of faculty members, and the closeness of student-faculty relationships have particular relevance in relation to effective guidance and counseling of the student. Moreover, the possibility that the student will become bewildered and discouraged, fail to make adequate adjustments, or experience scholastic failure during his freshman year is thus minimized.

The critical importance of the role of the teaching faculty in the community junior college is obvious in the light of the foregoing discussion. In the last analysis, the quality of the individual teacher largely determines the quality of the instructional experience occurring therein.

## The Kansas Community Junior College Curriculum

An analysis of the curriculum patterns in existing two-year public junior colleges in Kansas reveals that all offer college transfer or parallel programs. The majority still place most of the emphasis on programs designed for students who are planning to transfer to four-year degree-granting institutions. Although most of these junior colleges provide some guidance service to students and offer a limited program of community service, few, if any, offer what might properly be described as a comprehensive curriculum.

It should be noted that these colleges have, on the whole, discharged their responsibilities in the college transfer program with substantial success. Studies made at Kansas state colleges and universities indicate that junior college transfer students are able to compete on an equal footing with students in four-year colleges and universities who entered such institutions as freshmen. These findings are consistent with the outcomes of similar studies conducted in other states.[9]

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[9] Stickler, W. Hugh (Editor). Florida's New Community Junior Colleges, Proceeding of the Fifth Annual Junior College Conference. Tallahassee, Florida: Florida State University

In planning the organizational and financial structure for community junior colleges in Kansas, there is need for a structure which will facilitate offering a comprehensive curriculum. The need for vastly increased educational opportunities in vocational and technical programs is strikingly evident. The deep and growing concern about the school "dropout," the unemployable, the unskilled worker in the employment force adds a new note of urgency.

The rapid population growth occurring among youth reaching college and employment age, the marked changes anticipated in occupational opportunities, and the growing complexity of the world of work all support the need for the community junior college to serve widely diverse educational and occupational needs of youth and adults in Kansas communities.

The state system of community junior colleges should provide, within the state system as a whole and to the extent possible within each college, a comprehensive program of educational opportunities and services. The curriculum should include:

1. College transfer programs.
2. A program of general education.
3. Technical, business, and semi-professional programs.
4. Occupationally oriented programs of a vocational nature.
5. Programs of remedial and/or high school completion for students of post-high school age.
6. Programs for adults--non-credit courses, seminars, in-service and retraining of workers.

In addition, the community junior college should provide adequate counseling, guidance, and placement services for youth and adults. Moreover, as a community-oriented educational institution, the junior college should provide a program of significant community services.

Two-year community colleges should not be planned for nor aspire to develop into four-year colleges. Therefore, the curricular offerings should be concerned with programs terminating after two years of study or less.

## Common Course and Curricular Offerings and Problems of Duplication

In higher education, the problem arises constantly regarding courses and curricula which should be offered by all public two-year community colleges, by all public four-year colleges and universities, or by both, and which courses should be offered at selected institutions only. It is quite evident to laymen as well as educators that certain courses and curricula may be defensibly duplicated--indeed such courses must be available in all four-year and two-year colleges to assure educational opportunity. On the other hand, it is equally clear that some courses and curricula should not be duplicated or for which duplication should be minimal.

Nearly all two-year junior colleges have curricular offerings which parallel those found in four-year liberal arts colleges, such as English, speech, journalism, mathematics, physical science, biological sciences, history, political science, sociology, economics, philosophy, psychology, religion, art, and music. Areas of instruction such as home economics and industrial arts which normally attract a relatively large number of students are currently found in nearly all two-year junior colleges. Such offerings in both two-year and four-year colleges and universities are necessary and logical and such a trend or practice should be anticipated in any two-year community junior college which will be established in the future.

Extensive surveys in the area served by the college should determine which specialized vocational and technical courses should be offered. A local community is concerned about the kind of services demanded in the area in which the college is located. The community is concerned also about the kind of vocational or technical training demanded by both youth and adults for employment in some other community.

A uniform formula cannot determine whether a given course should be offered. Courses which involve relatively inexpensive and simple equipment for which there is no shortage of instructors may be offered in each college in response to occasional demand. If, however, it is difficult to provide instructors, space is difficult to arrange, equipment is heavy, expensive, and difficult to install, a continued demand with adequate enrollment is necessary to justify offering the course.

A community offering a different or unique kind of course should be willing to accept students from beyond their own commuting area.

Related to this problem in Kansas is the distribution of area technical vocational schools. The junior college is the logical institution to offer this kind of training. The distribution of offerings which should be made available to all youth but cannot be included in the program of each college should be determined cooperatively by the State Board for Vocational Education and the local school working in cooperation with the office of the State Superintendent of Public Instruction.

## Summary

Diversity is an essential characteristic of the community junior college. No two such colleges in Kansas may be expected to offer the same curricula and services, though many common offerings will exist. To determine the programs and services to be offered, surveys of the educational and service needs of the community college area should be carried out in accordance with guidelines established by the State Board of Education.

While individual colleges may emphasize one function over another, the system of Kansas community junior colleges should be expected to provide:

a) The first two years of college work which can be transferred to a senior college or university and applied toward an undergraduate degree. Courses for transfer credits should be cooperatively coordinated with similar courses in four-year institutions.

b) A program of general education and liberal arts appropriate for persons who will terminate their formal education upon completion of two years of college work or less.

c) Technical, business, and semi-professional programs including preparation of persons for employment in the newly developing semi-professional and technical occupations which have evolved as a result of the scientific and technological change in today's economy.

d) Occupationally oriented programs of non-college transfer credit courses developed with assistance of appropriate advisory committees from trades and industry.

e) Programs of remedial and/or high school completion for students of post-high school age.

f) Programs for adults--non-credit courses, seminars, in-service training and retraining of workers; and other programs of community service.

g) A program of student activities.

h) A program of guidance and counseling services necessary for the full-time and the part-time student to assess his capabilities and interests and to enable him to choose intelligently the educational offerings consistent with realistic goals and aspirations.

# CHAPTER VI

# COMMUNITY JUNIOR COLLEGE RELATIONSHIPS WITH OTHER LEVELS OF EDUCATION

In developing a state system of community junior colleges it is imperative to take into account the location of existing higher educational institutions and the nature of their curricula and admission requirements. This is necessary to coordinate and develop for Kansas a realistic and effective plan designed to make post-high school education available for all who desire it.

If, for example, a four-year institution adequately serves an area considered as a potential community junior college area, it is probable that the college or university parallel curriculum in the new community junior college program would be curtailed or virtually eliminated. If the occupational needs of students living in an area are adequately met by an existing institution, it is probable that a community junior college would not need to duplicate those facilities either. In most instances, however, the local survey would clearly identify these needs. It is, therefore, sometimes necessary to establish a community junior college near a four-year college or other educational institution in order to meet the needs of all of the students living in the area.

## Location of Existing Kansas Colleges and Universities

Kansas has 43 accredited institutions offering courses at the college or university level. Establishment of these colleges followed the pattern of population movement beginning in the early territorial period. Most of these colleges are in the eastern half of Kansas. Only six of the 43 are in the western half of the state.

When the state was divided into three sections east to west, as indicated in the following Figure 5, the western third of the state had only two junior colleges at Dodge City and Garden City, and one four-year church-related college, St. Mary of the Plains, at Dodge City (See page 78).

Moving to the western half of the central third of the state, there are only two more colleges. These include one state institution, Fort Hays Kansas State College, and the junior college at Pratt.

However, as one continues into the eastern half of the central third of Kansas, there are 14 educational institutions. These include one state institution, Wichita State University; nine private and church related colleges -- Sterling College at Sterling, Kansas Wesleyan University and Marymount College at Salina, Bethany College at Lindsborg, McPherson College at McPherson, Bethel College at North Newton, Tabor College at Hillsboro, Friends University and Sacred Heart College at Wichita, one junior college at Hutchinson; and three private two-year junior colleges, Miltonvale Wesleyan College at Miltonvale, Hesston College at Hesston, and Central College at McPherson.

In the eastern third of the state there are four state institutions -- at Lawrence, Manhattan, Emporia, and Pittsburg; Washburn (Municipal) University at Topeka; 10 public junior colleges -- Arkansas City, Chanute, Butler County (El Dorado), Iola, Fort Scott, Doniphan County (Highland), Independence, Coffeyville, Parsons, and Kansas City; seven private and church related colleges -- Baker (Baldwin), Ottawa (Ottawa), College of Emporia (Emporia), St. Benedict's and Mt. St. Scholastica at Atchison, St. Mary at Xavier, and Southwestern at Winfield; and two private two-year (junior) colleges -- St. John's at Winfield, and Donnelly College in Kansas City.

Thus the eastern third of Kansas is fairly well covered by colleges offering post-high school education at the academic level. In the central third of the state, north of Salina and Hays, there is only one two-year college, Miltonvale Wesleyan.

In the western third of the state, the seventeen counties in Northwest Kansas have no accredited institution offering educational work beyond the high school. This is the largest area in the state which is not served by some type of post-high school institution within the area.[1]

## Responsibility of State Colleges and Universities in Relation to the Community Junior College

The first requisite of any institution of higher education is a competent, dedicated faculty. At the present trend the supply of college personnel will not keep pace with the number of students. This means that the colleges and universities of the United States may have to employ persons with less formal preparation than heretofore. A complicating fact is that industry, government, and research are attracting a growing share of the qualified persons who in earlier years would have gone into teaching and spent their professional lives there. Thus the problem of maintaining quality instruction in the colleges will become more and more acute.

The six state colleges and universities can be of considerable help in the preparation of community junior college personnel. Curricula are now available leading to master's and specialist's degrees in the various academic areas and in administration, guidance, and research. These six state schools could encourage more students to enroll in these specialist programs with emphasis on preparation to teach or engage in administration at the junior college level.

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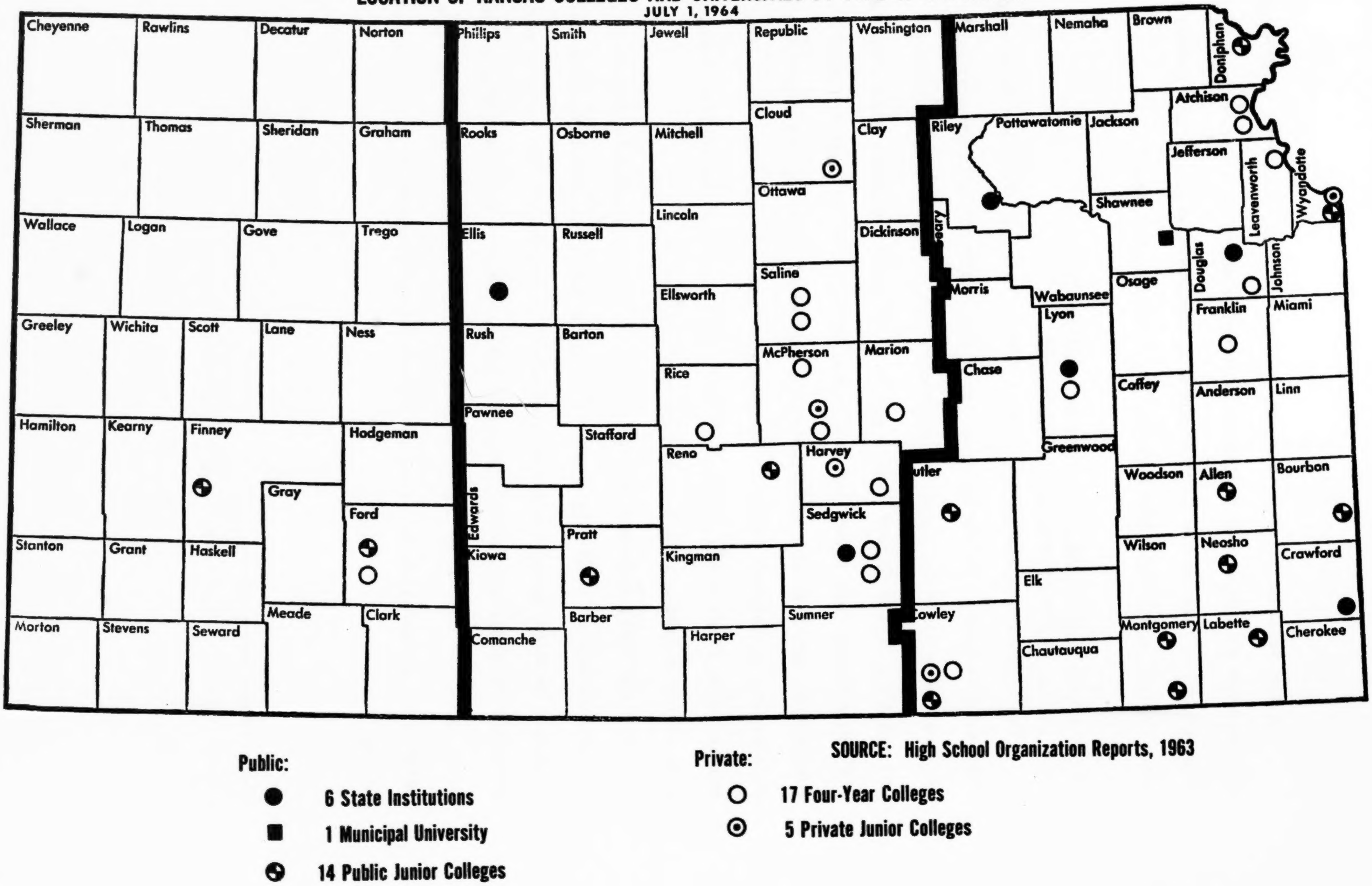
1. Citizens of Colby opened a junior college in the fall of 1964.

Figure 5

LOCATION OF KANSAS COLLEGES AND UNIVERSITIES BY TYPE OF INSTITUTION
JULY 1, 1964


Cheyenne
Rawlins
Decatur
Norton
Phillips
Smith
Jewell
Republic
Washington
Marshall
Nemaha
Brown
Doniphan
Sherman
Thomas
Sheridan
Graham
Rooks
Osborne
Mitchell
Cloud
Clay
Riley
Pottawatomie
Jackson
Atchison
Jefferson
Leavenworth
Wyandotte
Ottawa
Shawnee
Wallace
Logan
Gove
Trego
Ellis
Russell
Lincoln
Dickinson
Geary
Douglas
Johnson
Saline
Ellsworth
Morris
Wabaunsee
Osage
Franklin
Miami
Greeley
Wichita
Scott
Lane
Ness
Rush
Barton
McPherson
Marion
Lyon
Rice
Chase
Coffey
Anderson
Linn
Hamilton
Kearny
Finney
Hodgeman
Pawnee
Stafford
Reno
Harvey
Greenwood
Woodson
Allen
Bourbon
Gray
Ford
Edwards
Butler
Sedgwick
Stanton
Grant
Haskell
Kiowa
Pratt
Kingman
Wilson
Neosho
Crawford
Elk
Morton
Stevens
Seward
Meade
Clark
Comanche
Barber
Harper
Sumner
Cowley
Chautauqua
Montgomery
Labette
Cherokee
Public:
● 6 State Institutions
■ 1 Municipal University
14 Public Junior Colleges
Private:
○ 17 Four-Year Colleges
⊙ 5 Private Junior Colleges

SOURCE: High School Organization Reports, 1963

For the in-service education of community junior college personnel, workshops can be structured for various subjects such as the teaching of English, science, and mathematics on college and university campuses or at a site convenient to a cluster of community junior colleges. These workshops or seminars can be devoted to new curricular developments in an academic area. Total resources of the colleges or universities should be used to plan and staff these workshops or seminars. The six state institutions should join with the public community junior colleges in a forward-looking program of post-high school education.

Another important problem is aiding community junior colleges to keep abreast of changing conditions in education. Homer C. Wadsworth[2] proposed recently that public school systems follow the lead of industry by allocating a part of their annual income for research and development.

> The creation of a research milieu will stir a degree of curiosity and make the teacher a partner with people trained in the social and behavioral sciences. This should ultimately create a stronger relationship between the public schools and the community.

Should not the public community junior colleges do the same in cooperation with their sister institutions of higher education? The six state colleges and universities can be of considerable help in aiding junior colleges with institutional research. The personnel, data processing equipment, and know how are already available in the universities and colleges.

Elmer D. West, director, Office of Statistical Information and Research, American Council on Education, has said:

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2. Mr. Wadsworth, a member of the Kansas City, Missouri, Board of Education was quoted in the Kansas City Star on April 26, 1964.

## TABLE X

## ENROLLMENT OF UNDERGRADUATE STUDENTS IN STATE AND MUNICIPAL COLLEGES AND UNIVERSITIES, FALL OF 1963 -- BY RESIDENCE OF STUDENTS

Regular and Special On-Campus and Extended-Day Students

| | Kansas | Other States | Inter-national | Total | County of Institution | | Co. of Institution & Adjac. Counties (a | | Out-State |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | No. | % Col. 1 | No. | % Col. 1 | % Col. 4 |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| University of Kansas | 6,083 | 2,644(b | 237 | 8,964 | 487 | 8.0 | 2,760 | 45.4 | 32.1 |
| Kansas State University | 6,525(c | 932 | 175 | 7,632 | 651 | 9.9 | 1,249 | 19.1 | 14.5 |
| Emporia State | 4,013 | 238 | 28 | 4,279 | 449 | 11.2 | 887 | 22.1 | 6.2 |
| Ft. Hays State | 3,545 | 70 | 23 | 3,638 | 573 | 16.2 | 1,500 | 42.3 | 2.6 |
| Kansas State-Pittsburg | 2,539 | 928 | 19 | 3,486 | 679 | 26.7 | 1,221 | 48.1 | 27.2 |
| Wichita State | 5,236 | 569 | 59 | 5,864 | 4,499 | 85.9 | 4,863 | 92.9 | 10.7 |
| Total | 27,941 | 5,381 | 541 | 33,863 | 7,338 | 26.3 | 12,480 | 44.7 | 17.5 |
| Washburn University | 2,459 | 758 | 20 | 3,237 | 1,448 | 58.9 | 1,653 | 67.1 | 24.0 |

a) Adjacent includes counties bordering the county in which the school is located and counties whose corners touch at one point. Wyandotte has been considered as adjacent to Douglas in the case of Kansas University. Percentage figures in Columns 6 and 8 are the percentage Columns 5 and 7 are of Column 1, the number enrolled from Kansas. Column 9 represents the total of Columns 2 and 3 divided by Column 4.

b) Of the 2,644 out-of-state, 595 were from the Kansas City and the St. Joseph, Missouri areas.

c) Excludes 506 in evening college.

# TABLE XI

## RESIDENCE OF STUDENTS ENROLLED IN PRIVATE COLLEGES

### Fall of 1963

| Private or Church Related College or University | Kansas | Other States | International | Total | Home County | Vicinity Including Adj. Counties | % Out-State |
|---|---|---|---|---|---|---|---|
| Baker University, Baldwin | 439 | 274 | 20 | 733 | 59 | 322 | 40 |
| Bethany College, Lindsborg | 314 | 148 | 2 | 464 | 125 | 187 | 32 |
| Bethel College, North Newton | 299 | 149 | 26 | 474 | 103 | 262 | 37 |
| College of Emporia | 144 | 494 | 11 | 649 | 22 | 36 | 78 |
| Friends University, Wichita | 510 | 55 | 8 | 573 | 452 | 483 | 11 |
| Kansas Wesleyan University, Salina | 416 | 150 | 19 | 585 | 151 | 196 | 29 |
| Marymount College, Salina | 389 | 87 | 3 | 479 | 143 | 186 | 19 |
| McPherson College | 177 | 271 | 12 | 460* | 63 | 102 | 36 |
| Mount St. Scholastica College, Atchison | 183 | 278 | 34 | 495 | 85 | 93 | 63 |
| Ottawa University | (not reported) | | | | | | |
| Sacred Heart College, Wichita | 287 | 48 | 5 | 340 | 230 | 241 | 15 |
| St. Benedict's College, Atchison | 208 | 424 | 40 | 672 | 72 | 90 | 69 |
| St. Mary College, Xavier | 363 | 397 | 30 | 790 | 229 | 305 | 54 |
| St. Mary of the Plains Col., Dodge City | 305 | 170 | 11 | 486 | 88 | 119 | 37 |
| Southwestern College, Winfield | 553 | 82 | 8 | 643 | 147 | 332 | 14 |
| Sterling College, Sterling | 270 | 219 | 12 | 501 | 99 | 153 | 46 |
| Tabor College, Hillsboro | 143 | 193 | 28 | 364 | 86 | 100 | 60 |
| Two-Year Colleges | | | | | | | |
| Donnelly College, Kansas City | 201 | 118 | - | 319 | 132 | 199 | 37 |
| Hesston College, Hesston | 78 | 180 | 7 | 265 | 51 | 65 | 70 |
| Miltonvale Wesleyan College, Miltonvale | (not reported) | | | | | | |
| St. John's College, Winfield | 77 | 156 | 1 | 234 | 16 | 26 | 67 |
| Central College, McPherson | 63 | 65 | 2 | 130 | 22 | 26 | 51 |

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* In addition, McPherson reported 158 off-campus students.

Despite this local focus, institutional research may have bearing on state or national issues. It may be of great value in community-college relationships. It may be basic in the establishment of inter-institutional cooperation--an imperative with the rising costs and enrollments of today. Inter-institutional relationships must be both horizontal and vertical, and institutional research may be essential to the proper development of these inter-relationships.

But its greatest value is to the institution itself. It is as useful to the junior college as to any other unit of education, but because the junior college is less "research oriented" than the four-year or university levels, more difficulty may be encountered in introducing or sustaining it. It is not dependent on years covered by the curriculum, although this obviously would influence the scope of the problems studied. But it is dependent on attitude--the attitude that leads to such questions as: What are we doing? Why are we doing it? How well are we doing it? And many more. It is especially dependent on the attitude of the administration for support for the appropriate implementation of the results of research.

Let's start with the "why" of the institution itself. This is not necessarily a problem for institutional research, but it is preliminary to institutional research. Unless the institution has clearly stated objectives, it has no way of determining its progress toward those objectives. Furthermore, those objectives must be stated with clarity and conciseness, and with a reasonable relationship to potential accomplishment, if they are to be "researchable." A community college cannot, for example, give as its purpose "service to the community" without delimiting its service so as to exclude fire and police protection, street repair, transportation, and other "services to the community." The situation may resemble that of the man who had learned numbers but not how to read: When he came to a sign post he could tell how far away he was, but not what he was away from. The first step, then, is to ask "why" and see that an answer is given in reasonably objective terms. Although this should precede "institutional research " as a practical matter, it may, in some instances, be the first task of institutional research.

Activity and achievement are not synonymous; the latter presupposes some point of departure, and an objective. In the junior college field objectives may not be less clearly stated or more confused than in other components of higher education, but they may appear to be because of the focus of attention on them today. For this reason, there is perhaps even greater need to emphasize the necessity for clear objectives as a basis for goal-directed institutional research in the junior college.

The focus on institutional research in the junior colleges in cooperation with the six state colleges and universities, can only lead to better education for both the terminal and continuing college student.

## Relationships Between the Area Vocational-Technical Schools and the Community Junior Colleges in Kansas

The comprehensive community junior college as it is being developed in many states today includes some of the functions which the area vocational-technical schools currently being developed in Kansas are designed to meet. If the community junior colleges in Kansas are developed as comprehensive community junior colleges, they must include as part of their function occupational education for the post-secondary students. Most of the existing junior colleges in Kansas have not developed occupational programs to any great extent and are currently ill-equipped and inexperienced in the complexities of vocational-technical education.

As Kansas develops a state system of area vocational-technical schools and prepares to develop a state system of community junior colleges, careful planning and coordination is imperative to avoid duplication and the development of tax-supported facilities in excess of need. Equally important, however, is the guarantee that all educational functions which have gained extensive legislative, business and other lay support are not lost or do not suffer a reduction of effectiveness as the result of developing single purpose institutions.

There is a consensus among educators with extensive experience in both vocational-technical education and general education that there are educational and financial advantages to be gained by the comprehensive multi-purpose institution. But there are inherent problems in attempting to develop vocational-technical education programs in a predominately academic atmosphere. This has caused some states, including Wisconsin and Kentucky, to develop their vocational education programs in completely separate institutions. That these states have been able to make outstanding accomplishments in vocational-technical education is indisputable. Other states have developed equally commendable vocational-technical programs, however, depending entirely on the multi-purpose comprehensive institutions.

A plan for Kansas should be developed which will provide the necessary flexibility to enable the establishment of institutions in each section of the state to fulfill those educational needs not now being met in the area. This flexibility will enable these institutions to expand or shift their programs as future changes in the socio-economic structure of the area being served might dictate.

In the development of an educational program which will meet more effectively the needs of the state, the following are basic considerations concerning relationships between the area vocational-technical programs and the community junior colleges.

1. Both the community junior colleges and the area vocational-technical schools should be under the supervision and direction of the State Board of Education.
2. In the location and establishment of area vocational-technical schools and community junior colleges, it may be necessary and desirable to locate some area vocational-technical schools where there is no community junior college, and vice versa. This becomes apparent if consideration is given to the educational needs created by the occupational structure and work force of specific areas served, and if due consideration is given to educational services already being provided by private, state, and municipal institutions of higher learning.
3. When an area vocational-technical school and a community junior college are located in the same city, they should be operated under a single administrative structure.

4. Every area vocational-technical school should be located to have available to it a cooperative relationship with either a community junior college, municipal college, or state college or university. This relationship is essential if duplication is to be avoided. The vocational schools might provide skill development courses as a service to the curriculums leading to a baccalaureate degree offered by the four-year college or for college transfer purposes by the community junior college. Communication skills, related mathematics and science courses may in turn be provided by the junior or four-year college to service the terminal curriculum.
5. When area vocational-technical schools and community junior colleges are operated jointly, those vocational-technical courses which are generally considered to be of college level should be considered an integral part of the programs offered to students.
6. All vocational-technical curricula and courses should be available to all students who want, need, and can profit by the instruction. Admission requirements should be developed which recognize this variety of previous experiences. Those students not meeting the college or community junior college entrance requirements would not be eligible to earn college credit for their work but must not be deprived of the opportunity to take vocational-technical training in keeping with their abilities.
7. When area vocational-technical schools and community junior colleges are developed jointly, adequate provisions should be made in the philosophy and practice to assure full acceptance of adult education programs for:

a. Related instruction for indentured apprentices;

b. Manpower development and training and retraining for the hard core unemployed;

c. Evening trade extension; and

d. Evening trade preparatory programs and other programs traditionally the responsibility of vocational education.

Summary

A state cannot afford unwarranted and useless duplication of educational facilities. It is, therefore, necessary that well-developed cooperation and articulation be emphasized in the Kansas institutions which serve post-high school needs.

The six state supported colleges and universities should work closely with the junior colleges in their development. The new area vocational-technical schools should be planned as a part of the community junior colleges whenever practical and possible.

The universities should assume their responsibility for pre-service and in-service education of faculty. The colleges and universities of Kansas should cooperate in the institutional research programs.

The total needs of students in occupational areas should guide in the development of these institutions.

It is essential to coordinate or articulate junior colleges with other levels of education. Since community junior colleges are locally oriented, they usually work with the local high schools most efficiently. Such cooperation must have conscious effort and continuing attention.

Since community junior college students transfer to numerous four-year colleges and universities, it is important that these higher education schools develop a way of working together. This will involve clear understandings regarding transfer policies, articulation conferences, discussions centered around various disciplines, and individual contacts between junior college and senior college faculty members. These activities need to be encouraged by a formal arrangement.

# APPENDIX A

## TRENDS IN OTHER STATES

## TRENDS IN OTHER STATES

The community junior colleges are becoming an integral part of the American school systems all across the nation. As reported in a 1957 Survey of Higher Education in Michigan, "An understanding, aggressive and alert leadership is needed to guide community college development along educationally sound lines and in a way that will develop from their growth a better total plan for higher education."

### Types of Two-Year Colleges

Presently a variety of types of publicly supported two-year colleges exist in the United States. These types can be summarized into five general categories.[1]

1. Local two-year colleges includes all public two-year colleges normally termed junior or community colleges in which the local area such as a district, city, or county has the major legal responsibility for and control of the institution.

2. State two-year colleges, also called junior or community colleges, are controlled by a board established by State authority, representing the State rather than the local area served.

3. State technical institutes are two-year post secondary institutions controlled as state two-year colleges with major emphasis on technical education.

4. Branch or extension centers are two-year units controlled by the Board of Regents or trustees of a four-year state college or university, and operated at a location apart from the campus of the parent institution.

5. And other two-year institutions which do not fall into the above categories but exist under both private and public control or as normal county teachers' colleges such as in Wisconsin.

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[1] S.V. Martorana and D.G. Morrison, Patterns of Organization and Support in Public Two-year Colleges, U.S. Dept. of Health, Education and Welfare, 1958.

A study developed by the U.S. Office of Education shows that approximately two-thirds of the publicly supported two-year colleges are local junior colleges. The next largest group, branches or extension centers, includes approximately one-fifth of the total; and state junior colleges and state technical institutions together comprise approximately seven per cent of the two-year institutions.

Patterns of organization and operation vary from state to state but the national trend is increasingly toward the locally controlled comprehensive community college, both in curriculum, organization, and name. There is also a growing belief and it is supported by experience that, so far as possible, community colleges and the technical-vocational institutes should be combined and operated as two-year colleges thus developing the community college institution.

## State Organization

At the level of State control and supervision four possibilities exist: the State Board of Regents, now responsible for the direct operation of the state colleges and universities; the establishment of a separate board of control for junior colleges; and the State Department of Public Instruction, which now has the responsibility of accreditation and supervision of the existing junior colleges in Kansas; or a combination of the three, plus members at large from the lay public. Because of the unique programs offered by community junior colleges and their position in American education, twenty states having two-year colleges have designated the State Department of Public Instruction as the appropriate state agency for their supervision. In a 1962 North Carolina Report of the Governor's Commission on Education Beyond The High School, the following comment was made:

> "The community college has flourished in those states which have put their community colleges under the same state board that governs the public school system."

To show further evidence of this statement and trends across the nation, states such as California, Colorado, Florida, Illinois, Maryland, Michigan, Texas, and Washington, which are considered national leaders in the two-year community college movement, have chosen their State Department of Education as the supervisory agency.

In Florida, the State Board of Education is given general supervisory control over the community junior colleges. It is charged with major responsibility in approving the establishment of each community junior college, in developing minimum standards, and other duties such as adopting general regulations for the operation and improvement of the colleges. In order to provide assistance to the State Board of Education, a professional staff is appointed as a division of the State Department of Education. The Division of Community Junior Colleges serves as staff to the State Junior College Board, which is appointed by the governor, and which considers all matters before their presentation to the State Board of Education.

In Maryland, the Commission for the Expansion of Public Higher Education recommended the establishment of a division of higher education in the State Department of Education. It would be charged with the specific task of assisting the State Board of Education and the State Superintendent of Schools in exercising their responsibilities in the field of higher education.

A 1962 Iowa report, Education Beyond High School Age, The Community College, recommended that the Iowa State Board of Public Instruction be designated as the state agency responsible for the orderly development and supervision of public area community colleges. Also included was a statement from the "Gibson Report" which states:

> "State authority with respect to community colleges should be exercised through the State Board of Public Instruction

> and the State Department of Public Instruction should have the responsibility for coordinating community college education in the state."

California reports affirm that the public junior colleges shall continue to be a part of the public school system of their state. The State Board of Education shall prescribe minimum standards for the formation and operation of public junior colleges and exercise general supervision over public junior colleges.

Many states including California, Florida, Maryland, Michigan and North Carolina, to name a few, have adopted the advisory committee concept and have found it to function very satisfactorily. For example, the Report of the Governor's (North Carolina) Commission on Education Beyond the High School (1962) states:

> "We recommend the creation of a state community college advisory council consisting of at least seven persons, appointed by the State Board of Education to make recommendations on matters relating to personnel, curricula, finance, articulation, and coordination with other institutions and other matters concerning community junior college programs."

There is also in California an advisory body called the Co-ordinating Council for Higher Education, composed of three representatives each from the University of California, the state college system, the public junior colleges, the private colleges and universities in the state, and the general public.

## Types of Local Organization

In relation to local organization, a United States Office of Education survey of 365 two-year institutions operating during the school year 1956-57 indicates seven major categories of organizational patterns exist in the United States. They are:[1]

1. Junior colleges operated as part of "unified" public school districts, i.e., those districts set up for the administration of elementary, secondary, and junior college programs under one board of control;

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[1] Ibid.

2. Junior colleges found in "high school and junior college districts." Here the secondary and college programs are administered by the same board of control;

3. Local junior college districts which provide for boards of control to be separate from high school boards. Furthermore, the boundaries of such districts are coterminous with a single public school district (high school or grades, kindergarten through 12.)

4. "Union junior college districts," which are similar to local junior college districts in that the district is set up for administering the college program alone and under a separate board. Unlike the local junior college districts, however, union districts overlap two or more high school districts;

5. "State junior colleges," which have no local tax-supporting district. These institutions have their own boards of control;

6. "Two-year, off-campus universities extension centers," lower division branches of state colleges or universities;

7. County normal schools, represented only by those in the State of Wisconsin.

Among the patterns of junior college organization just described two are predominant. They are the "union junior college district," and the "two-year off-campus extension center."

In the Northeast region of the United States, New York has a number of two-year colleges, the majority of which are locally controlled; Pennsylvania, on the other hand, maintains a number of off-campus centers. Currently, locally controlled community junior colleges are under development in most of these states. In the North Central region (including Wisconsin, other Midwestern and Great Plains States) the pattern is the unified school district plan, 53.1 percent of all the public two-year colleges are under the auspices of local public school districts. The University of Wisconsin and Indiana University operate systems of two-year branch institutions in this area. These extension centers account for only 18.5 percent of all public two-year colleges in the North Central area.

The trend in the South and West is toward the union junior college, reflecting the influence of state systems of junior colleges in Texas and Mississippi in the South, and California and Colorado in the West.

Florida's junior colleges are operated as parts of unified public school districts most of which are one county in size. From a 1963 report from Florida entitled Five Years of Progress - Florida Community Colleges is the statement "Florida's community junior colleges should continue their present role as locally controlled institutions. Local control is desirable and necessary for the survival of a junior college."

## Summary

Many states recently have determined their needs in post-high school education through studies and surveys. In most instances, the community junior colleges have become an essential part of the proposed expansion. For the most part, these states have been developing locally controlled community oriented junior colleges coordinated at the state level by a state junior college authority with special staff services. This authority is usually the State Board of Education or its counterpart with the staff housed in the State Department of Education structure with division status.

# APPENDIX B

## HISTORY OF JUNIOR COLLEGE LEGISLATION IN KANSAS

## HISTORY OF JUNIOR COLLEGE LEGISLATION IN KANSAS

The first Kansas enabling law for junior colleges was enacted in 1917. It was amended in 1951 and remains in the statute books.[1] This act is permissive in nature. It authorizes boards of education of first and second class cities or of community high schools to extend the high school course of study to include grades 13 and 14, by vote of the people at a general or special election. The application of the act only to cities and community high school districts may indicate that the legislative intent was to assure some degree of organizational and financial stability by limiting the development to the more populated districts. In any event, the idea of a junior college organized on a large area basis did not develop until much later.

The 1917 law further provided that the boards of education could levy a tax of not exceeding two mills on the assessed valuation of the district to provide funds to maintain the extension courses, either wholly or in part. Second class city boards are now authorized to levy up to five mills for high school extension and first class cities 1.5 mills, outside the aggregate, if necessary. The boards of trustees of community high schools were limited to a maximum levy of one-tenth mill.

There was nothing in the law to require boards to levy an additional mill tax for the support of the junior college extension courses, but they were authorized to do so if a special levy were deemed desirable. Three districts have not made special levies for their junior colleges. These districts continue to pay junior college operating expenditures from the general fund of the district.

The 1917 law further provided that the State Board of Education should prescribe the course of study for high school extension. In the 1945 law, this responsibility was conferred on the State Superintendent under plans and methods approved by the state board (72-3308, G.S. 1949). The course of study in the first and second year was to be approximately equivalent to the course of study in the first two years of accredited colleges. Graduates were to be entitled to all the privileges granted to persons who completed a two-year course in an accredited college. The statute also authorized the State Department of Education to inspect any private institution which provided two years of study beyond the high school. Graduates of approved private junior colleges who complied with the requirements were to be entitled to all privileges granted to persons completing work in public schools.

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[1] Sec. 72-3301, G. S. 1961 Supp., 72-3302, 72-3303 and 72-3304, G. S. 1949.

Under the enabling legislation of 1917, four junior colleges were established in 1919, as shown in Table II, page 17. Three years later, one junior college was established, and four others were established in 1923. Three more junior colleges were organized between 1925 and 1928. During the decade of the 1930's, four junior colleges were organized, the last being the Pratt Junior College in 1938.

No junior college legislation was enacted between 1917 and 1931. In 1931, legislation was passed to authorize tuition payments from county high school funds in the same manner and whenever existing laws authorized tuition payments for high school purposes. One section applied to "county tuition counties" (72-3305, G.S. 1935), and another section applied to "Barnes high school counties" (72-3306, G.S. 1935, Ch. 263; Sec. 72-3309, G.S. 1949).

When the "general county high-school fund" tax was imposed in 1945 (Ch. 290, 72-5701 et. seq. G.S. 1961 Supp.), to replace the separate acts applying only to certain counties, it was provided that high school extension students living in a county in which a junior college was located should be considered as high school students for the purposes of the act (72-5710, G.S. 1949). In 1957, the law was amended to include in the tax levy and distribution the high school extension students residing in adjoining counties (72-5710, 72-5706, G.S. 1961 Supp.). This amendment placed the junior colleges on the same basis as high schools as far as cross-county tuition is concerned, namely $4.50 a week based on average daily attendance, or approximately $160 annually.

Although application of the high school tax fund to junior colleges has provided them with much needed additional money, the fact is that the form of the law does not fit with junior college operation. Many questions of administrative procedure are involved, and certain legal problems could arise which would cause complications.

## County Tax Levies for Junior College Aid

The first act of the legislature authorizing a county-wide tax levy for the support of junior colleges maintained by city or rural high school districts was enacted in 1957.[1] It authorized a county tax levy of 1.5 mills to provide financial aid for the maintenance of high school extension courses. The levy is outside the aggregate levy limits. The proposition has to be approved by a vote of the electors of the county, after a resolution adopted by the board of education operating the junior college is presented to the board of county commissioners. If a majority of the electors vote in favor of a county-wide tax levy for the junior college, the city school district must give up its special levy for junior college purposes.

An advisory board of regents is elected to advise and consult with the board of education on the operation of the high school extension courses. The first board is appointed by the county commissioners, and consists of six members who are reimbursed for expenses, but receive no compensation for their services. Under this 1957 statutory provision, county-wide tax levies for junior college purposes have been adopted in four counties--Reno, Pratt, Finney, and Allen.

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[1] Laws of 1957, Ch. 400; Sec. 72-3314 to 72-3318 G.S. 1961 Supp.

In 1961, Sec. 72-3315 was amended to require the installation of a separate accounting system for the Hutchinson Junior College. The purpose of the act was to require the resources, funds and expenditures of the junior college to be kept separate from other funds of the Hutchinson Board of Education. The 1957 law provided that the advisory board of regents should participate in all deliberations regarding high school extension courses maintained by the board of education, but the members were not entitled to vote thereon. However, a 1961 amendment provided that in the case of Hutchinson (first class cities in a county with a population of 55,000 to 100,000), each member of the advisory board should have a vote on all matters dealing exclusively with the operation of the junior college. If there should be a tie vote, the mayor of the City of Hutchinson would vote to break the tie.

### The Highland Junior College Law

The Doniphan County Junior College was created by act of the legislature. Approval by the electors of the county was not required.

The Highland Rural High School District originally organized a junior college in 1937.[1] This was the successor to Highland Presbyterian College, a private institution. In 1959, a special law was passed which established a county junior college, and provided that the operation of high school extension courses under the rural high school should cease, and the property and funds be transferred to the county junior college. The first board of regents consisted of three members of the rural high school district board and one member appointed from each of the county commissioner districts.

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[1] Laws of 1959, Ch. 285, Sec. 72-3319 to 72-3328.

The law relating to Highland provided that the board of regents of the county junior college should operate and maintain the junior college with courses of study prescribed by the State Superintendent of Public Instruction, and it would be under the supervision of the State Superintendent in the same manner and to the same extent as are high school extension courses. The board of regents was authorized to levy a tax of not to exceed 1.5 mills. This maximum levy was increased to 2.5 mills in 1961 (Sec. 72-3328).

The 1961 law authorized the Doniphan County Junior College to enter into agreements with federal agencies for off-campus courses of study at Fort Leavenworth for college credit.[1] However, no claim can be made for county or state high school aid funds based on off-campus instruction.

A special provision was passed in 1963 relating to cross-county tuition for the Doniphan County Junior College. The weekly rate of tuition was increased from $4.50 to $6.75.[2]

## The Barton County Law

A special act authorizing the creation of a county junior college in counties of 30,000 population, with a tangible valuation of $100,000,000 to

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[1] Laws of 1961, Ch. 362; Sec. 72-3329 to 72-3331.

[2] Laws of 1963, Ch. 383.

$116,000,000, subject to the approval of a majority of the electors at a general or special election, also was passed at the 1961 session of the legislature.[1] A maximum levy of 3 mills was authorized for operation of the junior college and the board of regents was authorized to issue up to $3,000,000 of general obligation bonds for buildings and equipment. The board was given the same powers as had been conferred by Sections 72-3322 to 72-3326 of the Doniphan County law.

The Barton County law specifically provided for the cooperation between the state board of education, the state director of vocational education, and the junior college board of regents in developing a vocational education program for the junior college. It authorized maintenance of such a program for the instruction of persons 16 years of age or older who were capable of benefiting from the course of instruction. The cost of vocational education would be paid from moneys secured from tuition and laboratory fees charged students, state and federal funds which might be available, and the general funds of the junior college. Higher tuition and laboratory fees might be charged non-resident students than residents of the county, the amount of such charges to be fixed at the discretion of the board of regents.

### The Butler County Law

An act relating to counties having a population of more than 30,000 and a valuation of between $85,000,000 and $100,000,000 passed by the 1963 legislature, authorized the establishment of a county junior college (Laws of 1963, Ch. 384). The proposal to create a county junior college was approved by a majority vote of the electors of Butler County in October, 1963.

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[1] Laws of 1961, Ch. 355; Sec. 72-3332 to 72-3335.

On May 18, 1964, the voters of the county approved a bond issue of $1,998,000 to construct new facilities for the college.

The Butler County Junior College is by law the legal and continuing successor of the El Dorado high school extension course. The new college came into being immediately before facilities had been acquired or a budget had been adopted. Agreements with respect to operation of the junior college during the transition period were provided for in the law. Property and funds of the high school extension course are to be transferred, and the high school extension budget becomes the junior college budget.

Under the provisions of the law, the county commissioners appointed three members of the board of regents from each of the two representative districts in the county, no more than two of whom could be residents of the City of El Dorado. At the next general election, three members of the board of regents are to be elected from each of the two representative districts.[1]

The board of regents is authorized to levy an annual tax of not to exceed 2.5 mills on the taxable property of the county to obtain funds to operate the junior college. Property for a site can be acquired by purchase, gift or eminent domain. General obligation bonds may be issued to obtain funds to pay the cost of land, buildings or equipment, the cumulative total of which may not exceed three percent of the taxable tangible property of the county.

### 1961 County-Wide Tax Levy Law[2]

A maximum two-mill tax levy on the valuation of an entire county for junior college aid was authorized by the 1961 legislature in counties having

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1. The 1963 legislative apportionment act reduced the number of districts in Butler County from two to one.
2. Laws of 1961, Ch. 371; Sec. 72-3336 to 72-3339.

a population between 15,000 and 20,000, and containing a first class city school district maintaining a junior college. An advisory board of regents of six persons may participate in all deliberations of the board of education regarding high school extension, but the members are not entitled to vote thereon. A county tax levy for the support of the Fort Scott Junior College was voted by the electors of Bourbon County in 1963, under the provisions of this act.

## State Aid to Junior Colleges

A plan of state financial aid for junior colleges was adopted by the 1961 legislature.[1] The law provided for state funds apportioned at the rate of three dollars a credit hour granted each resident Kansas student, not to exceed 60 college credit hours. Money is allocated from the retail sales tax fund to a junior college finance fund. The State Superintendent certifies to the Controller the amount to which each junior college is entitled.

In 1963, the state aid law was amended to allow three dollars for each enrolled student credit hour not to exceed 64 college credit hours. The provisions of the act apply only to junior colleges accredited by the State Superintendent, whose collegiate credit curriculums are limited to a program of not more than two years. The fund is distributed on December 1 and April 1 of each year.

## Summary

A number of laws pertaining to junior colleges in Kansas permit the 14 junior colleges now operating to be organized upon six different bases. Financial support is equally varied.

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[1] Laws of 1961, Ch. 363; Sec. 72-6518 to 72-6524;
Laws of 1963, Ch. 390; amending Sec. 72-6518 to 72-6524.

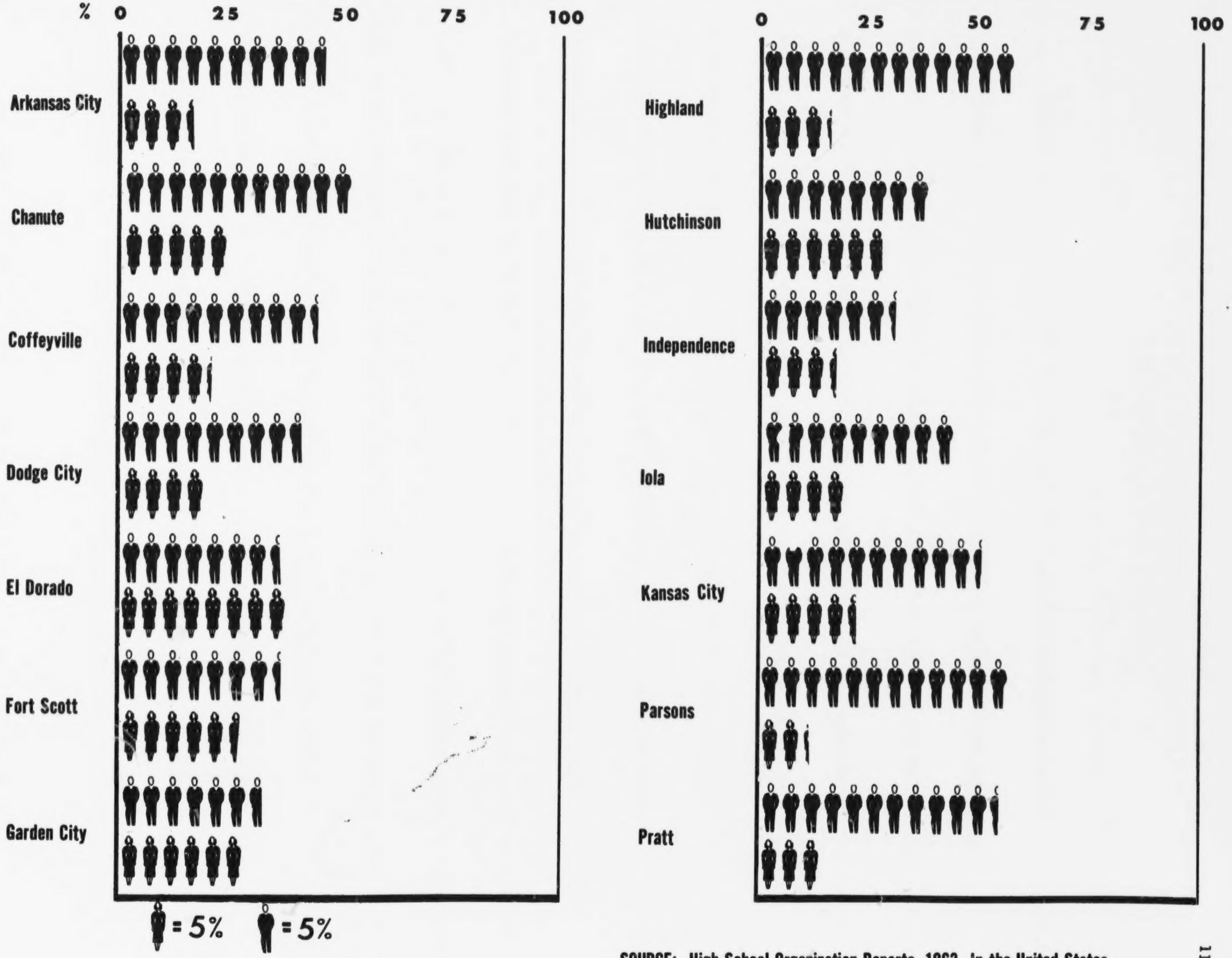
The advisory committee is convinced that the original enabling act of 1917 and the subsequent amendments and additions are no longer suitable as a basis for organization of comprehensive community colleges. While existing institutions should be entitled to continue to operate under the provisions of former legislation, a new enabling law which will be broad enough to permit the organization of new institutions under various circumstances should be enacted. When and if existing institutions qualify for operation under the new law, the older statutes should be repealed.

# APPENDIX C

## STATISTICS

Figure 6

Per cent of 1963 junior college graduates who enrolled in 4-year colleges or universities-(men and women)-Fall, 1963



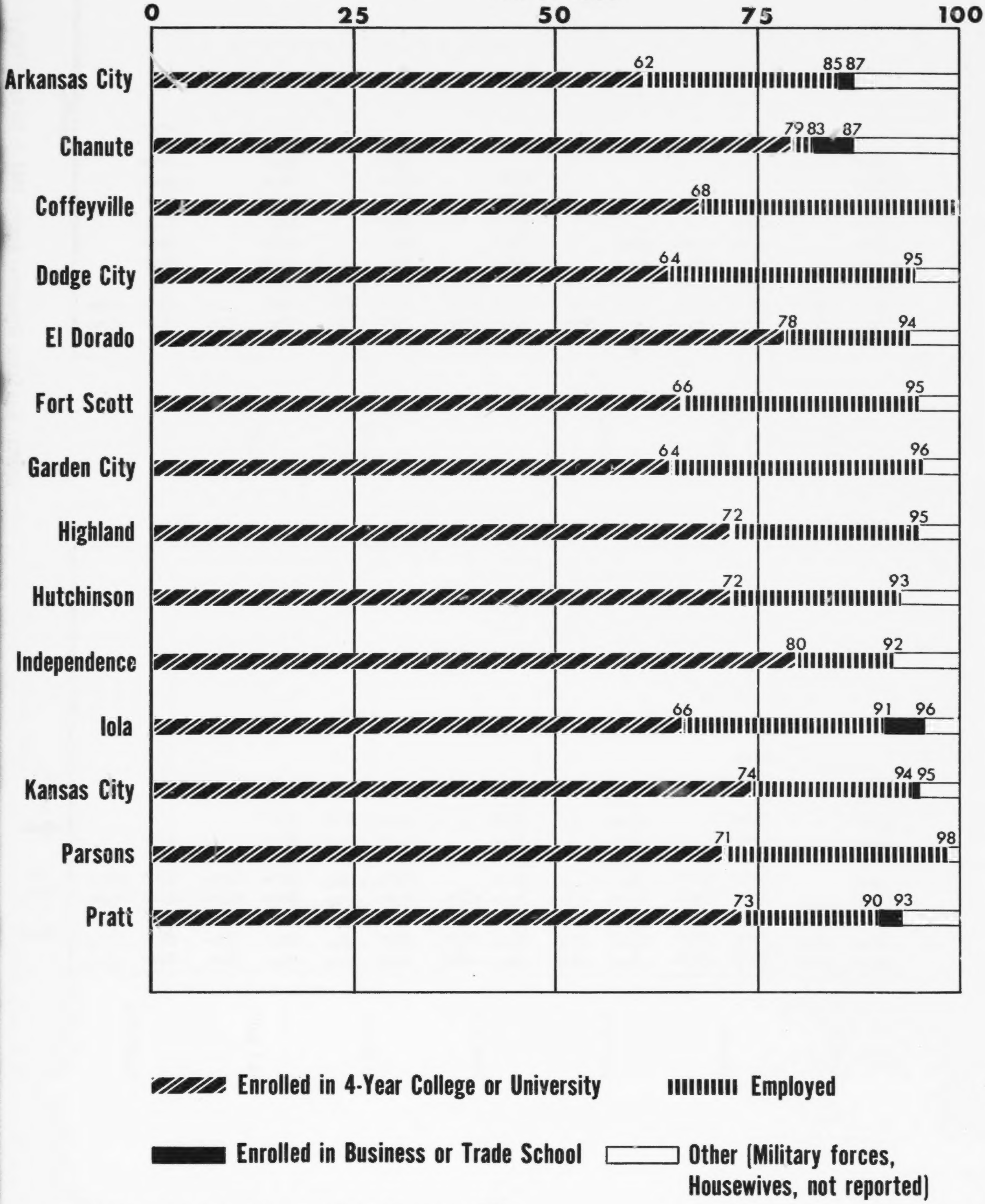
3

SOURCE: High School Organization Reports, 1963 In the United States

Figure 7

Percent of 1963 Junior College Graduates who were in School or Employed

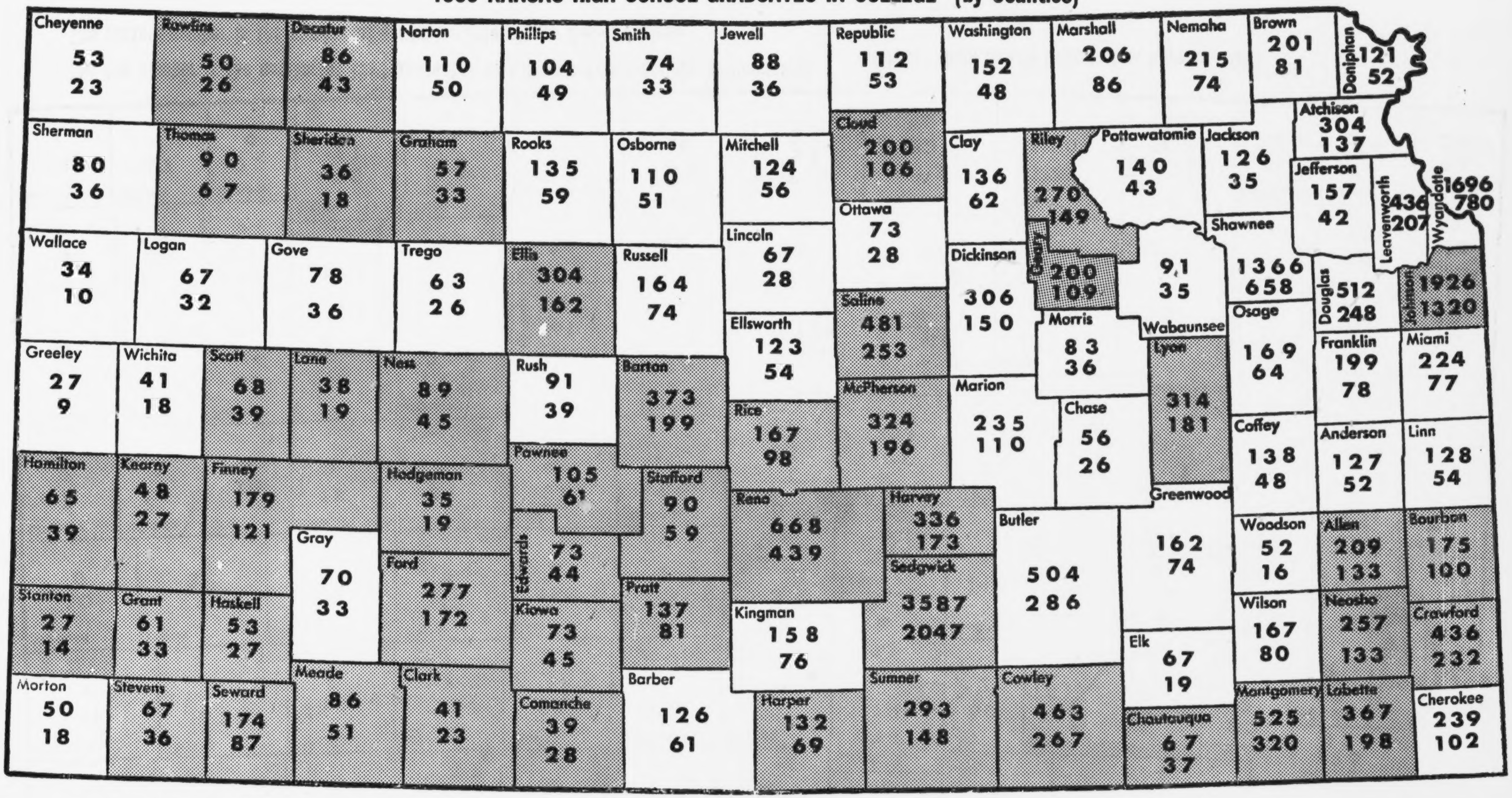
Fall of 1963



SOURCE: High School Organization Reports, 1963

Figure 8

# 1963 KANSAS HIGH SCHOOL GRADUATES IN COLLEGE (by Counties)


Cheyenne 53 23
Rawlins 50 26
Decatur 86 43
Norton 110 50
Phillips 104 49
Smith 74 33
Jewell 88 36
Republic 112 53
Washington 152 48
Marshall 206 86
Nemaha 215 74
Brown 201 81
Doniphan 121 52
Sherman 80 36
Thomas 90 67
Sheridan 36 18
Graham 57 33
Rooks 135 59
Osborne 110 51
Mitchell 124 56
Cloud 200 106
Clay 136 62
Riley 270 149
Pottawatomie 140 43
Jackson 126 35
Atchison 304 137
Jefferson 157 42
Leavenworth 436 207
Wyandotte 1696 780
Wallace 34 10
Logan 67 32
Gove 78 36
Trego 63 26
Ellis 304 162
Russell 164 74
Lincoln 67 28
Ottawa 73 28
Dickinson 306 150
Geary 200 109
Wabaunsee 91 35
Shawnee 1366 658
Douglas 512 248
Johnson 1926 1320
Saline 481 253
Ellsworth 123 54
Morris 83 36
Lyon 314 181
Osage 169 64
Franklin 199 78
Miami 224 77
Greeley 27 9
Wichita 41 18
Scott 68 39
Lane 38 19
Ness 89 45
Rush 91 39
Barton 373 199
Rice 167 98
McPherson 324 196
Marion 235 110
Chase 56 26
Coffey 138 48
Anderson 127 52
Linn 128 54
Hamilton 65 39
Kearny 48 27
Finney 179 121
Hodgeman 35 19
Pawnee 105 61
Stafford 90 59
Reno 668 439
Harvey 336 173
Butler 504 286
Greenwood 162 74
Woodson 52 16
Allen 209 133
Bourbon 175 100
Gray 70 33
Edwards 73 44
Ford 277 172
Stanton 27 14
Grant 61 33
Haskell 53 27
Kiowa 73 45
Pratt 137 81
Kingman 158 76
Sedgwick 3587 2047
Elk 67 19
Wilson 167 80
Neosho 257 133
Crawford 436 232
Morton 50 18
Stevens 67 36
Seward 174 87
Meade 86 51
Clark 41 23
Comanche 39 28
Barber 126 61
Harper 132 69
Sumner 293 148
Cowley 463 267
Chautauqua 67 37
Montgomery 525 320
Labette 367 198
Cherokee 239 102

The top number found in each of the counties is the number of 1963 graduates from all of the high schools of the county.

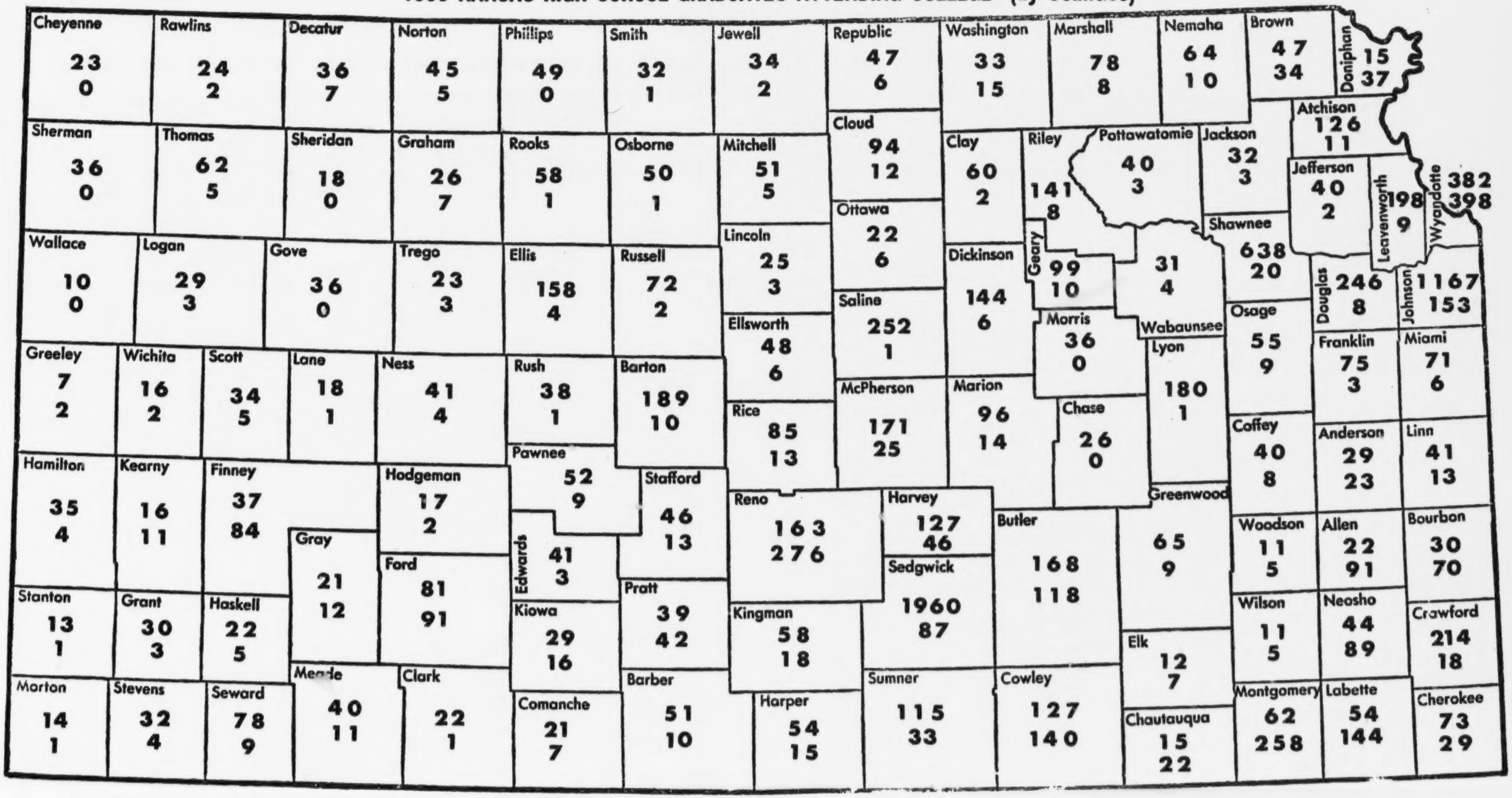
The Bottom number found in each of the counties is the number of 1963 graduates from all high schools of the county attending junior college or a 4-year college or university.

The shaded counties show the percent of 1963 graduates attending a junior college or a 4-year college or university above 50%.

SOURCE: High School Organization Reports, 1963

Figure 9

## 1963 KANSAS HIGH SCHOOL GRADUATES ATTENDING COLLEGE (by Counties)


Cheyenne 23 0
Rawlins 24 2
Decatur 36 7
Norton 45 5
Phillips 49 0
Smith 32 1
Jewell 34 2
Republic 47 6
Washington 33 15
Marshall 78 8
Nemaha 64 10
Brown 47 34
Doniphan 15 37
Sherman 36 0
Thomas 62 5
Sheridan 18 0
Graham 26 7
Rooks 58 1
Osborne 50 1
Mitchell 51 5
Cloud 94 12
Clay 60 2
Riley 141 8
Pottawatomie 40 3
Jackson 32 3
Atchison 126 11
Jefferson 40 2
Leavenworth 198 9
Wyandotte 382 398
Wallace 10 0
Logan 29 3
Gove 36 0
Trego 23 3
Ellis 158 4
Russell 72 2
Lincoln 25 3
Ottawa 22 6
Dickinson 144 6
Geary 99 10
Wabaunsee 31 4
Shawnee 638 20
Douglas 246 8
Johnson 1167 153
Greeley 7 2
Wichita 16 2
Scott 34 5
Lane 18 1
Ness 41 4
Rush 38 1
Barton 189 10
Ellsworth 48 6
Saline 252 1
Morris 36 0
Lyon 180 1
Osage 55 9
Franklin 75 3
Miami 71 6
Rice 85 13
McPherson 171 25
Marion 96 14
Chase 26 0
Coffey 40 8
Anderson 29 23
Linn 41 13
Hamilton 35 4
Kearny 16 11
Finney 37 84
Hodgeman 17 2
Pawnee 52 9
Stafford 46 13
Reno 163 276
Harvey 127 46
Butler 168 118
Greenwood 65 9
Woodson 11 5
Allen 22 91
Bourbon 30 70
Gray 21 12
Ford 81 91
Edwards 41 3
Sedgwick 1960 87
Stanton 13 1
Grant 30 3
Haskell 22 5
Kiowa 29 16
Pratt 39 42
Kingman 58 18
Elk 12 7
Wilson 11 5
Neosho 44 89
Crawford 214 18
Morton 14 1
Stevens 32 4
Seward 78 9
Meade 40 11
Clark 22 1
Comanche 21 7
Barber 51 10
Harper 54 15
Sumner 115 33
Cowley 127 140
Chautauqua 15 22
Montgomery 62 258
Labette 54 144
Cherokee 73 29

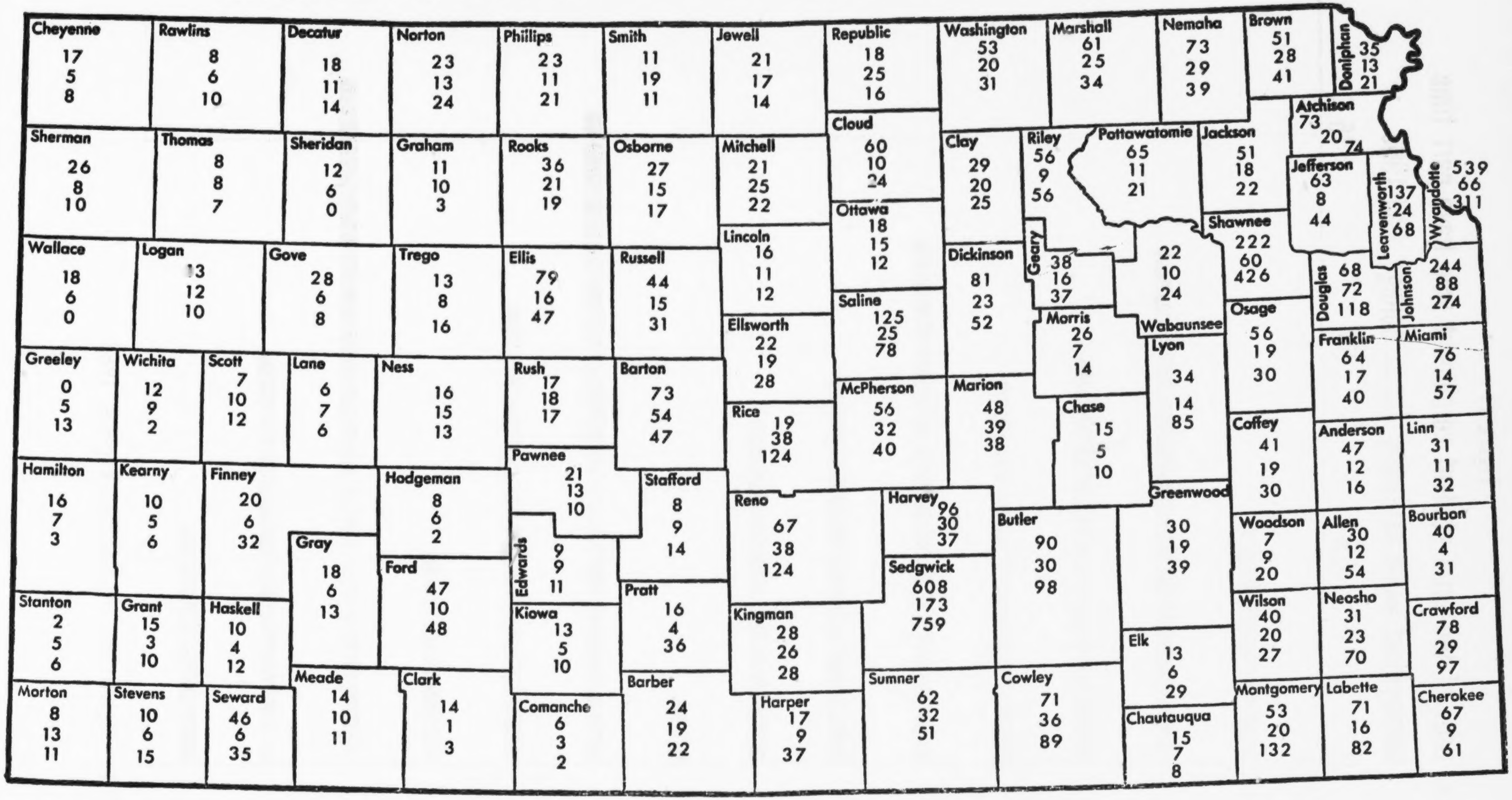
The top number is the number of 1963 graduates attending a 4-year college or university.

The bottom number is the number of graduates attending a 2-year college.

SOURCE: High School Organization Reports, 1963

## Figure 10

## 1963 KANSAS HIGH SCHOOL GRADUATES EMPLOYED, ATTENDING BUSINESS OR TRADE SCHOOL, AND UNKNOWN (by Counties)


Cheyenne 17 5 8
Rawlins 8 6 10
Decatur 18 11 14
Norton 23 13 24
Phillips 23 11 21
Smith 11 19 11
Jewell 21 17 14
Republic 18 25 16
Washington 53 20 31
Marshall 61 25 34
Nemaha 73 29 39
Brown 51 28 41
Doniphan 35 13 21
Sherman 26 8 10
Thomas 8 8 7
Sheridan 12 6 0
Graham 11 10 3
Rooks 36 21 19
Osborne 27 15 17
Mitchell 21 25 22
Cloud 60 10 24
Clay 29 20 25
Riley 56 9 56
Pottawatomie 65 11 21
Jackson 51 18 22
Atchison 73 20 74
Jefferson 63 8 44
Leavenworth 137 24 68
Wyandotte 539 66 311
Wallace 18 6 0
Logan 13 12 10
Gove 28 6 8
Trego 13 8 16
Ellis 79 16 47
Russell 44 15 31
Lincoln 16 11 12
Ottawa 18 15 12
Dickinson 81 23 52
Geary 38 16 37
22 10 24
Shawnee 222 60 426
Douglas 68 72 118
Johnson 244 88 274
Saline 125 25 78
Ellsworth 22 19 28
Morris 26 7 14
Wabaunsee
Osage 56 19 30
Franklin 64 17 40
Miami 76 14 57
Greeley 0 5 13
Wichita 12 9 2
Scott 7 10 12
Lane 6 7 6
Ness 16 15 13
Rush 17 18 17
Barton 73 54 47
Rice 19 38 124
McPherson 56 32 40
Marion 48 39 38
Chase 15 5 10
Lyon 34 14 85
Coffey 41 19 30
Anderson 47 12 16
Linn 31 11 32
Hamilton 16 7 3
Kearny 10 5 6
Finney 20 6 32
Hodgeman 8 6 2
Pawnee 21 13 10
Stafford 8 9 14
Reno 67 38 124
Harvey 96 30 37
Butler 90 30 98
Greenwood 30 19 39
Woodson 7 9 20
Allen 30 12 54
Bourbon 40 4 31
Gray 18 6 13
Ford 47 10 48
Edwards 9 9 11
Pratt 16 4 36
Sedgwick 608 173 759
Kingman 28 26 28
Elk 13 6 29
Wilson 40 20 27
Neosho 31 23 70
Crawford 78 29 97
Stanton 2 5 6
Grant 15 3 10
Haskell 10 4 12
Kiowa 13 5 10
Morton 8 13 11
Stevens 10 6 15
Seward 46 6 35
Meade 14 10 11
Clark 14 1 3
Comanche 6 3 2
Barber 24 19 22
Harper 17 9 37
Sumner 62 32 51
Cowley 71 36 89
Chautauqua 15 7 8
Montgomery 53 20 132
Labette 71 16 82
Cherokee 67 9 61

The top number is the number of high school graduates employed.

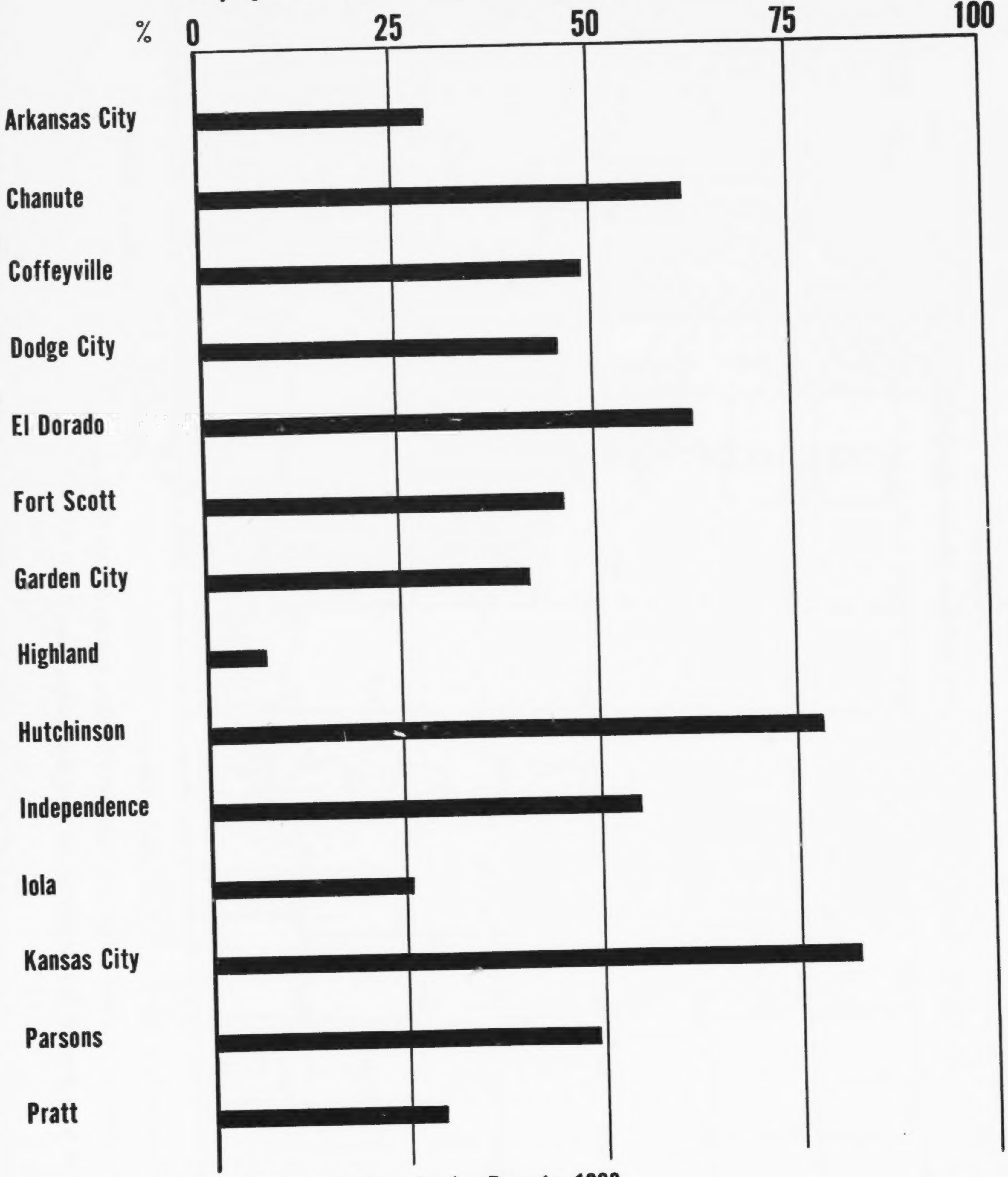
The middle number is the number of high school graduates attending a business or trade school.

The bottom is the number of high school graduates doing miscellaneous things.

SOURCE: High School Organization Reports, 1963

Figure 11

Per cent of the total student enrollment who have part time employment while attending junior college, Fall 1963



SOURCE: High School Organization Reports, 1963

## TABLE XII - TOTAL JUNIOR COLLEGE PROPERTY TAX BURDEN ON THE TAXPAYERS IN JUNIOR COLLEGE DISTRICTS, 1962 - 1963

(Levies in Mills)

| Dist. No. | Junior College | Special Jun.Col. District Levies | Calculated Share of District Levies | | County Jun.Col. Levies | Share of Co.Gen.H.S. Fund Budget(b | Total Computed Tax Rate | District Assessed Tangible Valuation (c | Computed Taxes Levied in District |
|---|---|---|---|---|---|---|---|---|---|
| | | | Gen.(a | Bonds | | | | | |
| 2 | Arkansas City | 4.39 | - | - | - | 0.573 | 4.963 | $ 18,784,887 | $ 93,229.39 |
| 2 | Chanute | 4.70 | 1.663 | - | - | 0.768 | 7.131 | 11,872,453 | 84,662.46 |
| 3 | Coffeyville | - | 4.892 | 2.131 | - | 0.681 | 7.704 | 19,551,402 | 150,624.00 |
| 1 | Dodge City | 4.436 | - | - | - | 1.129 | 5.565 | 19,828,317 | 110,344.58 |
| 3 | El Dorado | 5.000 | - | - | - | 0.574 | 5.574 | 19,119,662 | 106,572.99 |
| 55 | Fort Scott | - | 3.829 | - | - | 0.757 | 4.586 | 9,524,755 | 43,680.53 |
| 1 | Garden City | - | 5.847 | - | - | 0.738 | 6.585 | 18,712,810 | 123,223.85 |
| 5 | Doniphan Co.(Highland) | - | - | - | 2.38 | 1.255 | 3.635 | 20,060,643 | 72,920.44 |
| 1 | Hutchinson | - | - | - | 1.443 | 0.906 | 2.349 | 52,993,783 | 124,482.39 |
| 5 | Independence | 5.000 | 0.505 | 2.569 | - | 1.183 | 9.257 | 14,331,897 | 132,670.37 |
| 10 | Iola | 4.650 | 0.891 | - | - | 0.828 | 6.369 | 7,374,506 | 46,968.23 |
| 101 | Kansas City | - | 0.222 | 0.539 | - | 0.597 | 1.358 | 127,666,009 | 173,370.44 |
| 33 | Parsons | - | 2.433 | - | - | 1.239 | 3.672 | 14,708,184 | 54,008.45 |
| 30 | Pratt | 3.779 | 0.795 | 1,504 | 1.432 | 0.692 | 8.202 | 9,975,466 | 81,818.77 |
| | TOTAL | | | | | | | | $ 1,398,576.89 |

a) Receipts from district general fund in 1962-63 divided by 1962 district valuation.

b) Computed by dividing receipts from County high school fund in 1962-63, by 1962 unadjusted County valuation shows tax rate levied for junior college purposes.

c) Tangible assessed valuations for 1962.

# APPENDIX D

## POST-HIGH SCHOOL EDUCATION AREAS IN KANSAS

# POST-HIGH SCHOOL EDUCATION AREAS

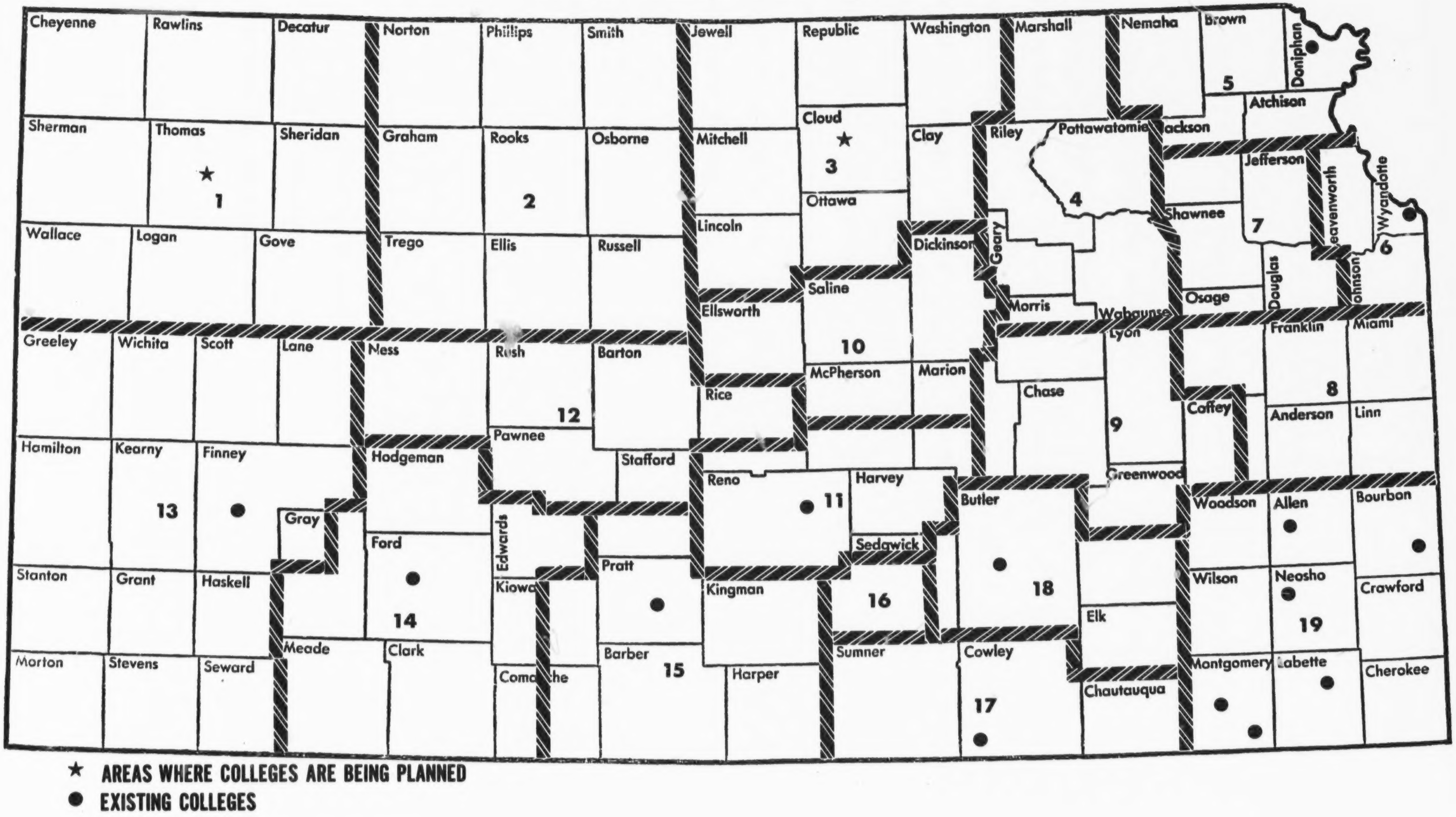
A possible plan for post-high school education areas in Kansas is presented on the map on the following page. In no sense does the map represent a recommendation for the establishment of a junior college in every area. The boundary lines were drawn primarily to determine possible commuting distances to community centers, so that all young people might have an opportunity for post-high school education, using a criterion of approximately 50 miles, modified by factors of relative population density, school enrollments, and geography. These areas would vary in the amount of land area, taxable valuation, and population. The boundary lines represent the areas from which students might be drawn, assuming they were in competition with adjoining areas. It may be noted that some of the areas include parts of one or more counties, but as a rule, the lines follow county boundaries.

The map (Figure 12) indicates the number of areas within which post-high school educational programs might properly be initiated in order to approximate complete coverage of the state. The boundary lines would represent a convenient basis for estimating potential enrollments in the event new community colleges were to be proposed at certain centers.

In the northern half of Kansas which has only one junior college, Doniphan County Junior College, at Highland, the areas designated 1, 2, and 3 constitute more or less natural geographic sections, based on existing county lines. The nine-county area in Northwest Kansas is the same geographic area as considered in the 1963 legislation (H.B. No. 181) for a branch higher education center. It has a small population, 45,588, but the tangible taxable valuation amounts to $143 million. There were 3,303 pupils enrolled

Figure 12

SUGGESTED AREAS POST-HIGH SCHOOL EDUCATION


Cheyenne
Rawlins
Decatur
Norton
Phillips
Smith
Jewell
Republic
Washington
Marshall
Nemaha
Brown
Doniphan
5
Atchison
Sherman
Thomas
1
Sheridan
Graham
Rooks
2
Osborne
Mitchell
Cloud
3
Clay
Riley
Pottawatomie
Jackson
4
Jefferson
Leavenworth
Wyandotte
6
7
Wallace
Logan
Gove
Trego
Ellis
Russell
Lincoln
Ottawa
Dickinson
Geary
Shawnee
Douglas
Johnson
Saline
Ellsworth
Morris
Wabaunsee
Osage
Franklin
Miami
Greeley
Wichita
Scott
Lane
Ness
Rush
Barton
10
Lyon
McPherson
Marion
Rice
12
Chase
8
Anderson
Linn
Coffey
9
Hamilton
Kearny
Finney
Pawnee
Hodgeman
Stafford
Reno
Harvey
11
Greenwood
13
Gray
Butler
Woodson
Allen
Bourbon
Ford
Edwards
Sedgwick
Stanton
Grant
Haskell
Kiowa
Pratt
Kingman
16
18
Wilson
Neosho
Crawford
14
Elk
19
Morton
Stevens
Seward
Meade
Clark
Comanche
Barber
15
Harper
Sumner
Cowley
Montgomery
Labette
Cherokee
Chautauqua
17
★ AREAS WHERE COLLEGES ARE BEING PLANNED
● EXISTING COLLEGES

in Grades 9-12 in the area, and there were 574 high school graduates in June 1963.

Area 2 would have a population of approximately 87,000 and a taxable valuation of more than $300 million. There were nearly 5,500 pupils enrolled in Grades 9-12, and 1,100 high school graduates. Inasmuch as a strong state institution (Fort Hays Kansas State College) is located near the southern edge of the area, it seems somewhat problematical whether there would be a large group of students who would be interested in enrolling in a two-year college transfer program. However, there might be a number interested in certain types of occupational and technical training.

The third area has a population of 75,774 people and a taxable valuation of $240 million. A total of 4,632 pupils were enrolled in Grades 9-12, and there were 952 high school graduates. This area is somewhat smaller in size than the first two, as it covers eight counties rather than nine, but the population is larger. Although there are two private four-year colleges in Salina, which is in the next area to the south, there is only one private junior college in this area.

Area 4 has been drawn to include the territory consisting of five counties and the northern section of Morris County. Two fair-size cities are included, Manhattan and Junction City. Kansas State University is located about the center of this district. It would have a population of 92,110 and a valuation of approximately $178 million.

The fifth area includes four counties in northeast Kansas and the northern part of Jackson County. This area now has two private church-related colleges--St. Benedict's and Mt. St. Scholastica; and one junior college, the Doniphan County Junior College, at Highland. The largest city is Atchison which, along with Highland, could be the center for any future development of facilities for occupational training of post-high school pupils.

Area 7 consists of the counties of Douglas, Jefferson, and Shawnee, plus the south half of Jackson County and a strip across the northern part of Osage County. This area would have sufficient students and taxable valuation to maintain such general education courses as would be required in connection with a vocational-technical and occupational training program. The University of Kansas and Washburn University, a municipal four-year institution, probably would be able to cooperate in the development of a comprehensive post-high school program in this area.

Kansas City now has a junior college which is devoted primarily to freshman-sophomore college type courses. As a part of one of the large metropolitan areas of the country, this junior college should provide occupational training for Kansas City and Leavenworth and Johnson Counties (Area 6). Johnson County has sufficient population and valuation to maintain its own junior college, but if an acceptable community college system could be organized to meet the needs of the entire area, that would seem desirable. Eventually, it might be necessary to provide more than one campus for such a community college, and possibly one campus should be located within the confines of Johnson County.

Area 8, consisting of Anderson, Franklin, Miami, and Linn Counties, and a strip along the eastern part of Osage and Coffey Counties, is one of the smaller ones in population and tax valuation. However, it seems large enough geographically to have an identity of its own. Ottawa University, a private college, is the only institution of higher education in this area.

Area 9 is centered in the city of Emporia which is the location of Kansas State Teachers College and the College of Emporia. Emporia already has taken steps to organize a vocational-technical school for much of the area included within the boundaries of Area 9. As proposed on the map, it would cover all of the counties of Lyon and Chase, most of Morris County, the eastern part of Marion County which lies within the Emporia trade district, the northern part of Greenwood County, and the western part of Osage and Coffey Counties. The area would not be large in population, but would have sufficient taxable valuation, and, would seem to constitute a more or less natural geographical area.

Area 10 appears to be somewhat squeezed between Areas 3 and 11. However, the population of Salina would almost be sufficient in itself to constitute an area for post-high school education facilities. It is now the site of two private colleges, Kansas Wesleyan University and Marymount College. The adjacent counties of Ellsworth and Dickinson may be considered within the Salina trade territory. It includes the northern part of McPherson County, north of the city of McPherson, and the northwest corner of Marion County, which would be closer to Salina than to Hutchinson. It would seem to constitute an area large enough population-wise and valuation-wise to function satisfactorily as a post-high school educational area.

Area 11 consists of the counties of Reno and Harvey, together with part of Sedgwick County, the southern edge of Rice County, and the south half of McPherson County, including the city of McPherson, and the southwestern section of Marion County. Within the confines of this area, there is the largest operating public junior college in Kansas, the Hutchinson Junior College, having more than 1,200 students. It is reported that cooperative arrangements to maintain technical-vocational training have been agreed upon by the Hutchinson, Newton, and the McPherson school districts. Private colleges are located in Newton and McPherson.

Area 12 includes the counties of Barton, Pawnee, Ness, and Rush with the addition of the north part of Stafford County and most of Rice County. The three principal population centers are Great Bend (18,266), Larned (5,302), and Lyons (4,814). Although not in the geographic center of this area, Great Bend would be close to the population center. This would not be a particularly high population area, but it would have substantial assessed taxable valuation.

Area 13, in which the Garden City Junior College is now located, is the largest geographically in the state. It includes all of 13 counties plus the northwest section of Gray County, which would be closer to Garden City than to Dodge City. This junior college tends to draw students from the counties to the northwest and southwest, and would appear to be the natural center for any further post-high school educational facility developments. The population of the district is 76,981, and it has a taxable valuation of $328,333,509.

Area 14 has its largest community center at Dodge City, the site of the Dodge City Junior College. This area includes Ford, Clark, Meade, Hodgman, and Edwards County, all of Gray County except the northwest corner, and the west half of Comanche and Kiowa Counties.

Area 15 constitutes the area from which the Pratt Junior College appears to draw most of its pupils. None of the students enrolled in Pratt Junior College came from Edwards County, but there were six from Kiowa County, one from Comanche, eight from Stafford, and 22 from Kingman. The boundaries as drawn on the map approximate the actual area from which students tend to enroll in the Pratt Junior College.

Area 16 consists of the core of Sedgwick County. A strip along the northwest section is included in Area 11, and a strip along the eastern part of the county, east of the city of Wichita, is included in Area 18. Geographically, Area 16 is the smallest in size. However, because of the large population of the city of Wichita, the area would constitute a desirable location for the development of occupational training and technical-vocational educational facilities.

Wichita State University, Friends University, and Sacred Heart College are in Wichita. As a municipal school, the University has been interested in maintaining certain types of courses which would be of particular benefit in solving manpower problems of the community. Whether the University, as a state institution, will be in a position to proceed further in providing occupational training courses, or whether facilities for technical training will have to be provided by some other kind of organization in cooperation with the other institutions in the city must be left to future determination.

The Arkansas City Junior College, located in the southwest corner of Cowley County, would seem to be the logical center for Area 17, consisting of the counties of Chautauqua, Cowley, and Sumner. Nearly half of the Arkansas City trade territory lies in the State of Oklahoma. A total of 64 students were enrolled from other states, possibly all of them from Oklahoma. The college does draw extensively from surrounding Kansas counties, 60 being reported from Sumner, 17 from Harper, 28 from Sedgwick, only 4 from Chautauqua, and 2 from Elk. Area 17 is possibly not as large as might be desired either in population or taxable valuation. It consists of territory which does not seem to fit well into any other area and, consequently, it seems advisable to constitute this section as a separate area.

Area 18 consists essentially of Butler County, in which the Butler

County Junior College (El Dorado Junior College) is located. Besides 48 students from Sedgwick County, and 19 from Greenwood County, the school enrolls few, if any, pupils from other surrounding counties. Elk County was placed in this district, although at the present time no students were reported as enrolled in the El Dorado Junior College from Elk County. The junior college is serving primarily the needs of the El Dorado-Augusta section and residents of eastern Sedgwick County. Although not large in population or valuation, it has sufficient of both to constitute a separate geographic area.

Area 19 consists of nine counties of southeast Kansas which now contains six operating public junior colleges. Two of these are in Montgomery County. In addition, Kansas State College of Pittsburg has emphasized technical education to a much greater extent than other state institutions. This area is somewhat larger in size than some others in eastern Kansas, but it does not have a high assessed valuation compared to its school population.

Junior colleges have had their greatest acceptance in Kansas in this region. The six junior colleges are now, and have been for more than 30 years, providing reasonably satisfactory two-year college parallel programs. A beginning has been made in providing technical and occupational training in some of them. However, their financial resources, as in all junior colleges in the state, have been too limited to enable them to provide the counseling and guidance services, courses for adults, and the vocational and technical type training needed for industrial development in Southeast Kansas.

This nine-county area is approximately 73 3/4 miles east and west and 71 1/4 miles north and south. It has an assessed valuation of $318,229,537 in 1963, a population of 204,380, and an enrollment in grades nine through twelve of 12,822 (September 15, 1963), and 2,427 high school graduates in June 1963. A total of 2,113 were enrolled in the six junior colleges in the fall of 1963.

A county-wide tax levy to provide funds to help support the Iola Junior College was approved by popular vote last year in Allen County, and a similar tax levy was approved for Fort Scott Junior College in Bourbon County. Proposals for county-wide levies are also being discussed by the other four junior colleges in this area.

Limited financial support raises a question as to whether six junior colleges operating separately within the area can offer the type of comprehensive curriculums needed. However, reasonable state aid plus tax income from a broader district base such as the county, which this report recommends, would be sufficient to enable all of them to operate and maintain a sound program of limited scope.

The 19 areas indicated on the map would seem to provide logical bases for legislative consideration of the problem of post-high school educational areas. The areas shown are subject to adjustment of boundary lines in particular instances. The areas were outlined to help the committee in identifying general areas of need within commuting distances rather than to fix definite boundaries. In delineating these areas, the existence of private and state colleges and existing junior colleges was not ignored. The feeling of the committee is that a private college or a state institution may or may not gear its program to the needs of its immediate service area by offering community college type courses. It should be ascertained in each such area whether adequate provision is being made for two-year post-high school education, and what steps should be taken to meet the needs in that area.

While the initiative for the establishment of necessary facilities should come from the communities, the mechanics and procedures would have to be provided for by legislation, and final approval would be needed by a state supervisory agency to prevent duplication and overlapping and to assure adequate state-wide coverage.

Table XIII, on the following pages, shows for the 19 areas outlined in Figure 12, information relating to tangible taxable valuation, population, high school enrollments, the number of high school students graduating in June 1963, and the number of students which were attending two or four-year colleges in the fall of 1963. Because of variations in the economy, population density, and geography, the areas show little uniformity in some of their characteristics.

The area with the smallest population (45,588), smallest number of high school graduates (574), and number in college (291), is Area 1, in Northwest Kansas. However, Area 14, in Southwestern Kansas has the smallest number enrolled in high school (3,006), and Area 5, in Northeast Kansas has the smallest assessed valuation ($138 million). In contrast, the Wichita area, 16, has the largest valuation ($434 million), but Area 6, the Kansas City area, has the largest enrollment in high school (23,760), largest population (399,978), largest number of graduates (4,058), and largest number in college (2,307).

## TABLE XIII - DATA CONCERNING POST-HIGH SCHOOL AREAS, BY COUNTIES

### Districts Shown in Figure 12

| District | Tangible Taxable Valuation(a | Students Gr. 9-12(b | High School Graduates | | Population 1963(e |
|---|---|---|---|---|---|
| | | | Number(c | In College(d | |
| 1. Cheyenne | $ 13,572,989 | 311 | 53 | 23 | 4,753 |
| Decatur | 16,980,980 | 436 | 86 | 43 | 6,125 |
| Gove | 14,441,843 | 330 | 78 | 36 | 4,367 |
| Logan | 14,704,483 | 380 | 67 | 32 | 4,343 |
| Rawlins | 16,580,645 | 411 | 50 | 26 | 5,131 |
| Sheridan | 16,020,260 | 262 | 36 | 18 | 4,299 |
| Sherman | 17,369,430 | 473 | 80 | 36 | 6,802 |
| Thomas | 24,039,973 | 516 | 90 | 67 | 7,432 |
| Wallace | 9,447,590 | 184 | 34 | 10 | 2,336 |
| Total | $ 143,158,193 | 3,303 | 574 | 291 | 45,588 |
| 2. Graham | 31,686,849 | 312 | 57 | 33 | 5,458 |
| Ellis | 63,125,137 | 1,027 | 304 | 162 | 21,698 |
| Morton | 20,917,051 | 577 | 110 | 50 | 8,420 |
| Osborne | 24,412,993 | 483 | 110 | 51 | 7,528 |
| Phillips | 29,971,432 | 653 | 104 | 49 | 9,840 |
| Rooks | 36,518,731 | 732 | 135 | 59 | 9,279 |
| Russell | 54,474,316 | 852 | 164 | 74 | 11,517 |
| Smith | 21,522,660 | 497 | 74 | 33 | 8,016 |
| Trego | 19,618,893 | 352 | 63 | 26 | 5,256 |
| Total | $ 302,248,062 | 5,485 | 1,121 | 537 | 87,012 |
| 3. Clay | 31,766,902 | 681 | 136 | 62 | 11,031 |
| Cloud | 36,692,603 | 823 | 200 | 106 | 14,603 |
| Jewell | 23,948,666 | 376 | 88 | 36 | 7,395 |
| Lincoln | 23,510,619 | 382 | 67 | 28 | 6,043 |
| Mitchell | 25,846,822 | 502 | 124 | 56 | 8,905 |
| Ottawa | 28,480,783 | 420 | 73 | 28 | 7,029 |
| Republic | 30,641,800 | 614 | 112 | 53 | 9,712 |
| Washington | 39,430,996 | 834 | 152 | 48 | 11,056 |
| Total | $ 240,319,191 | 4,632 | 952 | 417 | 75,774 |

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a. Equalized tangible valuation certified by Property Valuation Department to Counties 1963.

b. September 15, 1963 enrollment.

c. June 1963 Graduates, High School reports.

d. 1963 Graduates attending 2 or 4-year colleges or universities, Fall of 1963.

e. Population January 1, 1963, State Board of Agriculture.

Table XIII (Cont'd.)

| District | Tangible Taxable Valuation(a | Students Gr. 9-12(b | High School Graduates | | Population 1963(e |
|---|---|---|---|---|---|
| | | | Number(c | In College(d | |
| 4. Geary | $ 29,145,261 | 1,281 | 200 | 109 | 23,814 |
| Marshall | 42,436,060 | 1,005 | 206 | 86 | 15,982 |
| Morris | 4,171,582 | 154 | 32 | 8 | 1,595 |
| Pottawatomie | 27,191,880 | 847 | 140 | 43 | 12,021 |
| Riley | 52,240,989 | 1,577 | 270 | 149 | 32,045 |
| Wabaunsee | 23,052,473 | 418 | 91 | 35 | 6,653 |
| Total | $ 178,238,245 | 5,282 | 939 | 430 | 92,110 |
| 5. Atchison | 34,712,668 | 1,057 | 304 | 137 | 19,881 |
| Brown | 40,652,235 | 890 | 201 | 81 | 14,439 |
| Doniphan | 20,218,246 | 705 | 121 | 52 | 10,148 |
| Jackson | 8,481,545 | 218 | 43 | 5 | 2,643 |
| Nemaha | 34,664,879 | 853 | 215 | 74 | 13,225 |
| Total | $ 138,729,573 | 3,723 | 884 | 349 | 60,336 |
| 6. Johnson | 189,637,438 | 10,794 | 1,926 | 1,320 | 164,180 |
| Leavenworth | 49,706,179 | 2,490 | 436 | 207 | 39,131 |
| Wyandotte | 172,303,739 | 10,476 | 1,696 | 780 | 196,667 |
| Total | $ 411,647,356 | 23,760 | 4,058 | 2,307 | 399,978 |
| 7. Douglas | 79,509,528 | 2,403 | 512 | 248 | 36,904 |
| Jackson | 16,958,415 | 493 | 83 | 30 | 7,713 |
| Jefferson | 24,932,242 | 823 | 157 | 42 | 11,001 |
| Osage | 6,843,457 | 418 | 58 | 20 | 3,697 |
| Shawnee | 195,385,648 | 7,717 | 1,366 | 658 | 144,163 |
| Total | $ 323,629,290 | 11,854 | 2,176 | 998 | 203,478 |
| 8. Anderson | 23,374,815 | 685 | 127 | 52 | 9,187 |
| Coffey | 6,553,942 | 202 | 43 | 13 | 2,632 |
| Franklin | 41,896,635 | 1,283 | 199 | 78 | 20,560 |
| Linn | 20,519,189 | 595 | 128 | 54 | 8,357 |
| Miami | 39,961,625 | 1,097 | 224 | 77 | 18,532 |
| Osage | 8,656,470 | 233 | 64 | 27 | 3,670 |
| Total | $ 140,962,676 | 4,095 | 785 | 301 | 62,938 |
| 9. Chase | 22,560,403 | 259 | 56 | 26 | 3,978 |
| Coffey | 14,412,168 | 417 | 95 | 35 | 5,837 |
| Greenwood | 15,888,831 | 252 | 54 | 26 | 3,301 |
| Lyon | 59,941,890 | 1,464 | 314 | 181 | 25,298 |
| Marion | 18,057,511 | 544 | 109 | 41 | 5,545 |
| Morris | 17,671,755 | 285 | 51 | 28 | 5,953 |
| Osage | 11,657,803 | 223 | 47 | 17 | 5,818 |
| Total | $ 160,190,361 | 3,444 | 726 | 354 | 55,730 |

Table XIII (Cont'd.)

| District | | Tangible Taxable Valuation(a | Students Gr. 9-12(b | High School Graduates | | Population 1963(e |
|---|---|---|---|---|---|---|
| | | | | Number(c | In College(d | |
| 10. | Dickinson | $ 56,101,325 | 1,547 | 306 | 150 | 22,642 |
| | Ellsworth | 36,942,827 | 528 | 123 | 54 | 8,180 |
| | Marion | 8,101,879 | 80 | 18 | 6 | 1,808 |
| | McPherson | 17,882,039 | 372 | 73 | 39 | 5,043 |
| | Saline | 92,927,032 | 2,640 | 481 | 253 | 47,800 |
| | Total | $ 211,955,102 | 5,167 | 1,001 | 502 | 85,473 |
| 11. | Harvey | 56,917,109 | 1,711 | 336 | 173 | 25,803 |
| | Marion | 24,618,972 | 524 | 108 | 63 | 8,052 |
| | McPherson | 58,433,446 | 1,334 | 251 | 157 | 18,971 |
| | Reno | 132,244,442 | 3,719 | 668 | 439 | 60,752 |
| | Rice | 11,609,115 | 286 | 43 | 29 | 3,160 |
| | Sedgwick | 36,457,806 | 867 | 156 | 67 | 15,926 |
| | Total | $ 320,280,890 | 8,441 | 1,562 | 928 | 132,664 |
| 12. | Barton | 107,789,840 | 2,297 | 373 | 199 | 34,798 |
| | Ness | 20,879,823 | 435 | 89 | 45 | 5,652 |
| | Pawnee | 34,438,863 | 599 | 105 | 61 | 9,312 |
| | Rice | 48,944,127 | 717 | 124 | 69 | 10,528 |
| | Rush | 21,986,756 | 430 | 91 | 39 | 6,216 |
| | Stafford | 27,707,511 | 278 | 44 | 28 | 3,915 |
| | Total | $ 261,746,920 | 4,756 | 826 | 441 | 70,421 |
| 13. | Finney | 55,614,635 | 1,150 | 179 | 121 | 17,206 |
| | Gray | 4,146,981 | 306 | 54 | 27 | 718 |
| | Greeley | 12,767,591 | 181 | 27 | 9 | 2,241 |
| | Hamilton | 15,008,470 | 249 | 65 | 39 | 3,282 |
| | Haskell | 23,334,269 | 272 | 53 | 27 | 3,626 |
| | Kearny | 23,005,291 | 235 | 48 | 27 | 3,227 |
| | Lane | 13,801,563 | 256 | 38 | 19 | 3,271 |
| | Seward | 47,963,849 | 1,169 | 174 | 87 | 18,222 |
| | Scott | 18,552,103 | 430 | 68 | 39 | 5,706 |
| | Wichita | 12,639,484 | 207 | 41 | 18 | 2,898 |
| | Grant | 32,882,509 | 382 | 61 | 33 | 5,917 |
| | Morton | 25,176,496 | 319 | 50 | 18 | 3,838 |
| | Stanton | 13,013,388 | 149 | 27 | 14 | 2,324 |
| | Stevens | 30,426,880 | 351 | 67 | 36 | 4,505 |
| | Total | $ 328,333,509 | 5,656 | 952 | 514 | 76,981 |
| 14. | Clark | 20,467,835 | 247 | 41 | 23 | 3,567 |
| | Comanche | 9,259,830 | 253 | 39 | 28 | 2,755 |
| | Edwards | 22,190,080 | 396 | 73 | 44 | 5,332 |
| | Ford | 51,440,347 | 1,410 | 277 | 172 | 21,371 |
| | Gray | 14,725,822 | 63 | 16 | 6 | 3,933 |
| | Hodgeman | 16,883,063 | 205 | 35 | 19 | 3,185 |
| | Kiowa | 11,834,851 | 73 | 36 | 26 | 1,049 |
| | Meade | 26,741,987 | 359 | 86 | 51 | 5,786 |
| | Total | $ 173,543,815 | 3,006 | 603 | 369 | 47,167 |

Table XIII (Cont'd.)

| District | | Tangible Taxable Valuation(a | Students Gr. 9-12(b | High School Graduates | | Population 1963(e |
|---|---|---|---|---|---|---|
| | | | | Number(c | In College(d | |
| 15. | Barber | $ 32,742,236 | 720 | 126 | 61 | 8,490 |
| | Comanche | 3,788,464 | 0 | 0 | 0 | 341 |
| | Harper | 36,722,223 | 632 | 132 | 69 | 9,638 |
| | Kingman | 46,237,536 | 669 | 158 | 76 | 10,528 |
| | Kiowa | 14,145,667 | 236 | 37 | 19 | 3,637 |
| | Pratt | 39,386,447 | 814 | 137 | 81 | 12,025 |
| | Stafford | 19,846,220 | 235 | 46 | 31 | 3,715 |
| | Total | $ 192,868,793 | 3,306 | 636 | 337 | 48,374 |
| 16. | Sedgwick | 434,176,515 | 18,722 | 3,202 | 1,871 | 297,620 |
| 17. | Chautauqua | 14,321,563 | 361 | 67 | 37 | 5,895 |
| | Cowley | 75,215,458 | 2,310 | 463 | 267 | 36,517 |
| | Sumner | 65,727,172 | 1,661 | 293 | 148 | 25,103 |
| | Total | $ 155,264,193 | 4,332 | 823 | 452 | 67,515 |
| 18. | Butler | 92,585,227 | 2,949 | 504 | 286 | 37,653 |
| | Elk | 14,591,609 | 317 | 67 | 19 | 5,015 |
| | Greenwood | 23,999,385 | 488 | 108 | 48 | 7,701 |
| | Sedgwick | 23,635,840 | 1,443 | 229 | 108 | 13,567 |
| | Total | $ 154,812,061 | 5,197 | 908 | 461 | 63,936 |
| 19. | Allen | 31,897,773 | 1,152 | 209 | 113 | 17,086 |
| | Bourbon | 26,610,142 | 967 | 175 | 100 | 16,367 |
| | Cherokee | 36,581,714 | 1,439 | 239 | 102 | 22,089 |
| | Crawford | 42,289,871 | 2,059 | 436 | 232 | 38,084 |
| | Labette | 43,800,210 | 1,788 | 367 | 198 | 26,718 |
| | Montgomery | 62,779,866 | 2,822 | 525 | 320 | 45,058 |
| | Neosho | 30,974,590 | 1,365 | 257 | 133 | 19,455 |
| | Wilson | 28,435,834 | 902 | 167 | 80 | 14,207 |
| | Woodson | 14,859,537 | 328 | 52 | 16 | 5,316 |
| | Total | $ 318,229,537 | 12,822 | 2,427 | 1,294 | 204,380 |

# APPENDIX E

## CRITERIA FOR ACCREDITATION OF TWO-YEAR COMMUNITY COLLEGES IN KANSAS

# CRITERIA FOR ACCREDITING
# TWO-YEAR COMMUNITY COLLEGES IN KANSAS

Criteria for Accrediting Two-Year Community Junior Colleges in Kansas as Proposed by the Advisory Committee.

The Advisory Committee for developing a state system of community junior colleges for Kansas has used for its accreditation proposal the criteria developed by the Kansas State Department of Public Instruction with certain editorial and clarification changes and two objective changes. One change refers to the number of students and the other to the number of volumes in the library.

Writing the original criteria was a cooperative process involving the Community Junior College Deans, representatives of the State Colleges and Universities, and the Kansas Advisory Council on Education. Used also in the original writing were state, regional, and national community junior college authorities. The original criteria were completed in 1954 and have been recognized nationally as one of the better statements for use in evaluating Community Junior Colleges.

At the time of this writing the State Board of Education has these changes under consideration for final approval.

## I. Policy of the State Department of Public Instruction

The policy of the State Department of Public Instruction is to adopt criteria for accrediting two-year community junior colleges which will tend to encourage improvement of existing college programs and to characterize a minimum program which must be met and maintained by colleges. Only those institutions which meet the standards and provide reasonable evidence of their ability to maintain such a program over a long period of time will be accredited. Particular attention shall be given to the effectiveness with which the institutions achieve their stated objectives.

Democratic procedures will be used in the application of the standards. Evaluation committees shall include persons familiar with the general responsibilities of a two-year community junior college. Such committees shall be organized under the State Department of Public Instruction and shall include at least one person familiar with the specific objectives of the particular institution being examined.

## II. Definition of a Two-Year Community Junior College

A two-year community junior college is a non-profit institution offering a unique service to the community. It may be publicly controlled and operated under state law. It may be privately controlled and operated under fully recognized authority. Such a college may offer instruction in college and university--parallel curricula equal to one-half of graduation requirements for a bachelor degree. Provision may be made for instruction in two-year curricula of vocational and technical education integrated with general education. Vocational, cultural, or recreational courses may be offered as credit or non-credit programs.

Provision should be made for education and training to meet needs of out-of-school youth and adults within the community who can profit by such offerings.

## III. Two-Year Community Junior College Philosophy and Statement of Purpose

Every institution applying for accreditation shall offer a statement of philosophy which includes the school's belief concerning the following: The educational rights of the individual; those skills, knowledges, and attitudes required for effective living (knowledge of and belief in own ability, concept of moral obligation, desire to search for truth, determination to better serve mankind) in our modern world; and the role of the college in developing faith in the principles of freedom and democracy.

Each institution shall also state its purpose in terms of the following objectives: university-parallel; general; occupational; and adult education.

## IV. Organization and Administration

### 1. Board of Control

Two-year community junior colleges should be governed by boards of control representative of the interests sponsoring the institution whether those interests are private, public or church oriented.

In public schools maintaining two-year community junior colleges the board of education has the same responsibility for the college as it has for any other unit under its control.

A representative board of control should exist for junior colleges organized as a unit independent of existing public school districts which include grades one to twelve.

The governing body of a private or church sponsored two-year college shall assume responsibilities comparable to the boards described in the foregoing paragraphs.

Policies should be those necessary for effective administration. Meetings should be held at regularly stated times, an agenda of the meeting should be prepared by the chief administrative officer and minutes of the meeting should be kept and filed so that they will give an accurate account of both action and policies.

### 2. Administrative Personnel

In a two-year community junior college organized as a separate unit from that of the local public school district, the chief administrative officer is the president who shall have the responsibility for administration of all units of the educational program. Further delegation of this responsibility will depend upon the organizational structure of the college as indicated by policies established by the board of control. In the case of the independent public community junior college, the church related, or private two-year college, a president or dean is generally responsible for the program under policies established by a board. Additional administrative officers include assistants to the dean, registrar, men's and women's advisors, and the chief guidance officer.

The superintendent or president, the vice-president, the dean, and the assistant dean shall hold an administrator's certificate. These officers should have as a part of their background effective teaching experience and some type of administrative experience.

Any other administrative assistant shall hold a two-year community junior college or secondary teaching certificate, a master's degree or its equivalent and possess qualification necessary for the responsibility assigned.

The chief guidance officer shall be a qualified counselor and shall hold a two-year community junior college certificate.

3. General Administrative Procedures

An administrative chart should indicate the responsibility of the governing body, the administrative officers, faculty, custodial staff, and students.

Administrative procedures should be clear cut and routinized for effective administrative practice, and yet allow flexibility.

The organization and administration of the institution should be effective regardless of size. Administrative activities should be so organized in any size institution that the areas of operation will be covered by the chief administrative officer or by assistants designated by him.

4. Faculty

The employment of a competent faculty is one of the more important responsibilities of the chief administrative officer and the Board of Control. Employment should be on the recommendation of the chief administrative officer of the institution.

Faculty competence is influenced by provision for:

a. Adequate salary based on academic qualifications, experience, and total service load;

b. Planned programs of in-service education, and leaves of absence;

c. Retirement, sick-leave, health insurance, and other welfare items.

Competence of the individual is evidenced by interest and improving students, cooperation with associates, and activity directed toward improving himself and his service to the institution.

Instructors should hold a Kansas Two-Year Community College Certificate and meet Kansas requirements in his area of specialization.

5. Finance and Enrollment

A two-year community junior college should give evidence of sound financial structure for successful operation and continuity of support. Careful budgeting must be an important feature of all financial plans, and an annual audit and report should be made available.

Effectiveness of the institution is reflected to some extent by the financial support and the campus enrollment. Inadequate finance or enrollments of less than two hundred may be regarded as sufficient cause for re-evaluation of the institution.

6. Physical Facilities

Classrooms, laboratories, offices and other special service rooms should be adequate as to healthful surroundings, space, light, equipment, supplies and other general factors to enable the school to effectively carry out its stated purposes. Grounds should be adequate for present needs. For future expansion, however, consideration should be given to acquisition of grounds necessary to accommodate the anticipated programs.

7. Relationship to Instruction

One administrative responsibility is to organize a school for effective instruction. The administrative personnel must function as leaders in the improvement of instruction.

8. Relationship to Student Personnel

It is the responsibility of the administration to select proper personnel and supervise the development and operation of an effective counseling program. The administration must be able to work with counselors in expediting changes that are indicated as a result of good personnel practices.

9. Relationship to Community

The administrative officers of the two-year community junior college are mainly responsible for good public relations. Their personality, attitude, work and contacts in the college and in the community determine the moral tone of the institution. Every reasonable effort should be made to keep the public informed about the college program.

10. Permanent Records

Records of a permanent nature, such as academic, personal, and health records, should be systematically kept and adequately protected against alteration, loss or damage.

It is the duty of the registrar to maintain records of admission, matriculation, attendance, academic progress, extra-class activities and other essential information. All records should have meaning, not only to staff members, but also to students.

Records of significant information about each faculty member shall be kept. Such records in addition to transcripts should contain the teacher's entire employment record, individual achievements, and evidence of professional qualifications, growth and study.

Follow-up studies of dropouts and graduates are essential to a well-managed institution.

Records of all finances handled by the two-year community junior college shall be kept so as to readily yield any necessary information. All funds shall be properly safeguarded and accounts studied annually.

### 11. College Catalog

The catalog shall bear the official, legal name of the college. The purpose of the institution should be clearly and briefly stated. An accurate statement of the accreditation of the institution shall be included. The calendar of events should be published in the school catalog. Conditions and procedures governing admission to the college shall be clearly set forth. The catalog should contain information concerning enrollment, matriculation, and graduation; and accurate description of curriculum offerings; and indication of courses offered on alternate years or irregularly. A roster of the personnel of the institution should include the degrees held and the institution by which the degrees were granted.

## V. Student Personnel Service

### 1. Admissions

Graduation from an accredited high school or its equivalent should be the basis for admission to a two-year community junior college. In addition, high school students who have completed fifteen units of credits may, upon recommendation of their principal, be admitted as part-time two-year community junior college students. Adults and out-of-school youth, not candidates for the associate degree, may be admitted to special classes. Adults or persons beyond normal high school age who are not high school graudates may be admitted on probationary status to candidacy for the associate degree.

### 2. Validation

Credit shall be accepted at full value from high schools or colleges accredited by their respective State Departments of Public Instruction or by the regional accrediting association in which the high school or college from which transfer is being made is located. Credit may be evaluated in terms of their applicability in meeting two-year community junior college graduation requirements.

Credits from non-accredited high schools or colleges may be validated by examination and successful completion of at least fifteen semester hours of two-year community junior college credit.

Probationary status of non-high school graduates may be removed upon satisfactory completion of thirty semester hours of two-year community junior college credit.

### 3. Advanced Standing

Advanced standing may be granted on the basis of plans indicated in admission and validation requirements as previously stated, and in addition by special examination. Special examinations administered for advanced standing shall be subject to review by the State Department of Public Instruction or its authorized agent.

The record made on such special examinations shall become a permanent part of the regular academic record of the student.

### 4. Credit

One semester hour credit may be recorded when the student has made satisfactory progress in a class session at least fifty minutes in length during a semester of 18 weeks or equivalent clock hours (total of 900 minutes). Laboratory periods shall be at least 90 minutes in length for 18 weeks or equivalent clock hours (total of 1,350 minutes) for a semester hour of credit. Registration and examination time may be included as a part of the total time.

### 5. Student Load

The maximum amount of college work carried by any student during a semester should be adjusted to individual needs and circumstances. Fifteen semester hours is considered the normal load. Permission to carry more than sixteen hours should be granted by a faculty committee on the basis of the student's demonstrated merit and ability. Except in rare instances, the load should not exceed eighteen semester hours. Credit for band, orchestra, chorus and physical education are not included in the above mentioned student load.

### 6. Graduation Requirements

Two-year community junior colleges may award the standard associate degree recognized by the Kansas State Department of Public Instruction to students who have satisfactorily completed college and university parallel curricula of sixty or more semester hours and to students who have satisfactorily completed programs in two-year occupational or general curricula and have also met other requirements for graduation. All candidates for graduation must be approved by the dean and the registrar. In acceptance of the sixty hours for fulfillment of graduation requirements, there must be definite adherence to qualitative standards. To insure a spread or variety of interests, in all general or liberal courses a definite group requirement should be adhered to.

Certificates of completion of studies may be awarded to students who may not have achieved grade points equal to credit hours but who in other respects have satisfactorily met the requirements for graduation.

Certificates of proficiency may be awarded to students in specialized vocational and semi-professional curricula who do not meet all the requirements for the associate's degree.

### 7. Orientation

Orienting the new student to the two-year community junior college environment is a very important part of the total program. The purpose of this program is to acquaint the student with the campus, the physical environment, the educational programs offered, and community resources. The faculty should become acquainted with the individual student, his abilities, aptitudes, achievements, and personality.

### 8. Counseling

The counseling programs should be comprehensive and include educational, vocational, and personal counseling. The individual counseling, group guidance, and testing procedures should all be an organized and a related part of the two-year community junior college program.

### 9. Housing

Housing for two-year community junior college students not living at home may be provided in dormitories or rooms in homes of the community. Students should be housed only in homes acceptable to the parents and approved by the college.

A good housing program provides for a house parent, social dean, or its equivalent to act as a coordinator for all housing. Plans for student participation which creates a wholesome atmosphere, develops student initiative and affords the opportunity for student-centered government in the housing program, should be provided.

### 10. Scholarships

Scholarships, grants in aid and student loans should be available and should be distributed impartially to students of outstanding ability in any recognized department of the school. This may be demonstrated by high rank in scholarship or special abilities in activities, such as speech, music, drama, art, journalism, athletics. Special attention should be given to the need of the student for such aid. A public statement on student aids should be printed and circulated. No grants, aids, or scholarships are justified which are not under the supervision of the administration of the school.

### 11. Health

Healthful living is necessary for becoming a wholesome, happy, useful, and responsible citizen. The two-year community junior college should provide physical facilities and well-planned programs of health education and services for all its students.

It should offer courses and experience which will develop knowledge, skills, attitudes and ideas necessary to meet the present and future mental and physical health needs of every individual. As a supplement to, and a practical application of health knowledge, there should be correlated with health course opportunities for physical examinations and clinical services to all students and faculty. In order to encourage and preserve hygienic practices, the physical facilities should meet high standards of sanitation, and all necessary steps should be applied to maintain a healthful campus.

### 12. Placement

Many two-year community junior colleges find that it is necessary for large numbers of students to hold employment while attending college. The college should assume some responsibility in assisting students to find suitable employment which will contribute to their educational and vocational objective.

Employment services for graduates and those who have dropped out of school should be maintained. These services are also essential as a means of keeping in touch with graduates and dropouts.

### 13. Follow-up

Continuous and periodic follow-up of graduates and dropouts is a function of the modern two-year community junior college. Students while in college should be informed of the importance of keeping in contact with the college after graduation. As a part of the guidance function, students should be informed about the studies that have been made of former graduates.

Records of non-permanent nature should be made available to student advisors. These records should include test profiles, personal data questionnaires, interview summaries, and work experiences.

## VI. Curriculum

The curriculum of the two-year community junior college should be organized in accordance with the philosophy and objectives developed by the local board of control and faculty of the institution.

The college acknowledges its close partnership with elementary and secondary schools, the senior colleges, and adult education as a part of the total educational program. In developing the curriculum of two-year community junior colleges, serious consideration should be given to integration, coordination, and articulation of the total educational experience.

Each two-year community junior college should build a program to meet the needs of the community. The faculty should strive to guide and stimulate each student to develop into a mature, responsible citizen.

1. College or University Parallel

Curricular offerings should include those courses which are usually offered the first two years of a four-year program in the professions or general education. These curricula are often referred to as college or university parallel. In these programs there should be adherence to qualitative standards so that the scholastic standing of the student will continue on a satisfactory level. Every effort should be made to articulate the preparatory programs with those of the college or university to which the student transfers in order to safeguard against the loss of credit or of time.

2. General Education

General education in the two-year community junior college may consist of a two-year program in selected courses or a program of comprehensive courses drawn from the humanities, physical science, biological science, and social science fields. The program should incorporate the necessary elements which will encourage critical thinking, contribute to the development of citizenship, promote the desire for continuous growth and provide for fair evaluation of results. Whatever the nature of the program, the goals of general education should be stated and consistent with the finest ideals of American life and the philosophy and objectives of the institution.

3. Vocational and Technical

A two-year community junior college may make provisions to offer courses for specialized vocational and technical skills. These courses should, if offered for college credit, be clearly of college grade. If the work is of college grade it requires the same admission standards as other courses, equivalent laboratory periods, and work of sufficient difficulty as to require maturity and breadth of understanding. There should be careful articulation of the vocational and technical skills in the fields of work with these curricula. These programs should incorporate the basic concepts of the responsibilities of the individual and of the individual in a democratic society. The needs of the individual and the community should determine the type of program that is offered.

4. Adult Education

Two-year community junior colleges recognize that education is a continuous process. Educational opportunities should be provided for adults and out-of-school youth living in the community who are not able to pursue studies on a full-time basis. These evening school offerings may consist of short term, refresher courses, lectures, and college credit courses designed to meet the needs of the area served. College credit courses should be governed by the same standards as the credit and their title indicate.

5. Extra-Class Activities

a. Faculty
Members of the faculty should accept responsibility as sponsors, advisers, and consultants for extra-class activities authorized by the college.

b. Student Government
Foremost among the student's organizations should be the student government. It should be a democratic agency to provide student representation and participation in the conduct of student affairs.

c. Organizations and Clubs
A variety of educational and social clubs and organizations should be available to students. These organizations should be approved by the student governing body. Regular meetings should be conducted according to established rules. Accurate records should be kept by secretaries and treasurers and filed in a centrally designated place at the close of the school year.

d. Athletics
Athletics shall be administered under plans consistent with the policy of service to youth and adults within the community who can profit from such services. The athletic program should contribute to the building of good morale within the school. A written statement of athletic purposes, policies, and practices shall be developed.

e. Forensics, Dramatics, Radio, TV
The college should encourage participation in these and similar activities.

f. Music
Both instrumental and vocal music should form a part of the college program.

g. Publications
The publications should present a true picture of the college offerings, activities, and attractions. Students should participate under the direction of faculty sponsors in the production of these publications.

h. Social Activities
A varied student activity program, designed to provide wholesome social contacts, should be encouraged and promoted. Such activities should be approved by the faculty and sponsored by the faculty personnel with major responsibility carried by the students.

6. Summer Sessions

It is the responsibility of the two-year community college to find community needs which the institution can serve. Non-credit courses, short courses, or regular courses may be included in summer sessions.

## VII. Instruction

### 1. Library (Proposed Revision)

The college library should provide reading facilities for the best interest of the students it serves and aid in affecting the educational program as announced in the catalog. It should contain at least 10,000 volumes carefully selected cooperatively by administrators, instructors in the fields affected, and a qualified librarian. The total holdings shall represent a reasonable balance in proportion to the concern of the college in each area of the curriculum. Periodicals should include general, professional, and technical selections for each field of instruction. Newspapers should include at least one subscription each from local, state, regional, and national areas. At least one reputable foreign newspaper should be included. Records, tapes, films and illustrations should constitute part of the holding. Library facilities should include reading space equal to about twenty per cent of the enrollment, workrooms, listening and viewing rooms, reserve and general stack space. Attention shall be given to the addition and replacement of books in keeping with the enrollment and curriculum offered. A librarian should be employed who has completed a program of studies which includes completion of (1) a balanced sequence of courses in general education, (2) a plan of studies which assures an understanding by the librarian of the responsibilities of other members of the staff and which leads to certification as a teacher, and (3) a library science major which includes courses in (a) organization and administration of the library, (b) materials and their selection, (c) cataloging and classification, (d) research, and (e) public relations including all the various media as these services relate to the library. There shall be organized instruction in the use of the library for both faculty and students.

### 2. Course Outlines, Objectives, Aims

All courses should contribute to the objective of the school. A flexible course outline which describes the course and states its purpose and objective should be placed in the hands of each student and should be filed in the library. The outline should be made as a key to information pertaining to the course. This outline would include information of community resources that could be utilized for learning purposes. Up-to-date references should be listed and should be flexible enough to take care of individual differences.

### 3. Classroom Atmosphere

The physical appearance of the room should be wholesome, attractive, and conductive to pleasurable effort. Both students and teachers should show evidence of a spirit of cooperativeness, cheerfulness, and mutual understanding.

### 4. Instructional Materials and Equipment

Materials and equipment should be adequate and properly utilized. Community resources should be included among the materials.

### 5. Methods of Classroom Procedure

Varied educational experiences with provisions for individual differences should be provided. Instructors should be familiar with current proved methods of instruction.

### 6. Evaluation and Revision

Evaluation and revision should be continuous. Decisions should be arrived at democratically by students, teachers, supervisors, and administrators.

## VIII. College Atmosphere

The spirit, atmosphere, and moral tone of the school are important for its success. The college atmosphere should reveal ethical and moral living and good physical and emotional health. These factors are reflected in the attitude of the directing board, the administrators, the staff, and the student body. The reputation of the college in its own community, in high schools of the area, and in institutions to which students transfer is an important consideration in establishing and maintaining an excellent two-year community college.

# APPENDIX F

## RECOMMENDED ADDITIONAL READING

## SUGGESTED READINGS

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